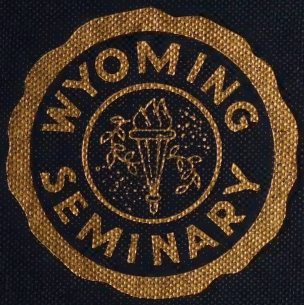
WYOMING
SEMINARY

Duncan Macrae
7 November 1999

WYOMING SEMINARY
1844 - 1944

WYOMING
SEMINARY
THE TRUE
THE BEAUTIFUL
THE GOOD

Wyoming Seminary

1844-1944

by

LEROY E. BUGBEE

Instructor in Social Science At Wyoming Seminary

With an Introduction by

DR. WILBUR H. FLECK

President of Wyoming Seminary

The Dedication

This book is dedicated to the founders of Wyoming Seminary:

To Dr. George Peck, who made the first eloquent plea for such an educational institution in Kingston;

To the Rev. William Reddy, who contributed the first five dollars, and not only raised the necessary funds but secured the gift of the land for the first building;

And to the first Board of Trustees elected by the Oneida Conference— the Rev. Silas Comfort, the Rev. Lucien Bennett, the Rev. David Holmes, Thomas Myers, Madison F. Myers, Lord Butler, and Silas D. Lewis—who had the courage to plan and build with so little of material resources, who had the wisdom to elect Reuben Nelson as the first principal, and who had so profound a faith in God that they established Wyoming Seminary to provide a Christian education that men might live in a better world.

Preface

The idea of a history of Wyoming Seminary was first suggested to the Board of Trustees by Dr. Wilbur H. Fleck in his report at the regular June meeting in 1941. Dr. Fleck believed that such a volume would be a fitting contribution to the celebration in 1944 of the centennial of the founding of the school. The Trustees referred the project to a committee which made its report at the meeting held on June 14, 1941. The Board then adopted a resolution authorizing Leroy E. Bugbee ". . . to write a history of Wyoming Seminary to be published . . ." for the centennial. This task was accepted with many misgivings that others, who had been students or student-teachers or trustees and who had known the school intimately over a longer span of years, were better qualified to record the story. Since the records had not been preserved, material had to be sought for in every possible source and there are frequent gaps in the story. There is, for instance, no description or plan of the *first* Swetland Hall. Thus the primary aim was to collect the scattered information and to make this a reference book of facts and of information about Wyoming Seminary. Even the story of the founding of the school by the Oneida Conference beginning with the session of 1842 had never been traced

down. The writer found the record in the Journal of the Oneida Conference and confirmed his belief that the original intention had been to open the Seminary in 1843 instead of 1844. No statement of fact is made without a source to back it up. Assumptions or deductions made from the available information are stated as such. When written records and oral recollections were in conflict, usually the written record was used as the more reliable. Errors have no doubt been made; this would appear inevitable where written records are so few and where student sources such as the "Opinator" and the year book are quoted so frequently. Even the exact years over which a trustee or teacher served are in many cases uncertain since the minutes of the trustees often omit the election or resignation of faculty members and trustees. Scenes such as the first chapter are based entirely on sources with a reasonable setting drawn to fit the facts.

Since the aim was twofold—to write a reference book of information about the founding and development of the Seminary and to present that information in as interesting a manner as possible, the writer organized the material by presidential administrations. Some phases of the development were kept entirely separate to avoid confusion. Thus the story of the charter is contained in one chapter. The administrative and financial part of the story is told in continuity and not mixed with the story of student life and activity. The entire story of the development of the athletic life forms the second section of the twentieth chapter. This seemed to give greater unity and significance to each change in the athletic program. The material presented a problem. Lists of players, games, and scores

would make dull reading and would be without meaning except to a few. After questioning several who were especially interested in the athletic program, the scheme adopted was to describe the beginnings and growth of each game as it was adopted into the program. Since football is still the "king of games" more space was allotted to its growth than to any other sport. Likewise, more space was given to the period from 1883 to 1900 than to the later periods because that is the time when athletics became an inherent part of the school life and first received its rightful place in the secondary school program. This section has been read by Prof. Quay who made valuable suggestions and pointed out some errors. Likewise clarity, significance, and interest have been gained by tracing the growth of the Music Department in the third section of the twentieth chapter. Information in regard to this important part of the history was even scantier than any other part of the school's development. Prof. Bennett was an invaluable aid in providing material. He has read and corrected the section devoted to the Music Department, and has made further suggestions which improved the presentation of material. Throughout the book the arrangement is such that the reader can pick those sections he or she is most interested in without reading other parts which have less immediate interest. It is likewise hoped that the story of the founding and early days of the school will be of some interest to all readers.

The biographies of all the faculty members and all the trustees could not possibly be attempted. Therefore selections had to be made and the general basis was as follows: All faculty who have served some fifteen to twenty years

or more have been included. Those who made some distinct contribution or who were connected with some phase of school development have been included. As much material as could be found has been introduced for each of the twenty preceptresses and for each of the "senior professors." Sometimes the amount of space devoted to a faculty member has been determined by the material sent in by members of the alumni. Trustees have been included if more than one member of the family served on the board even though each or both only served a short time. Especial attention has been given to those trustees who form a family connection from the days of Reuben Nelson to the present administration. In the early part of the history many pages are devoted to the Methodist church and its activities because Wyoming Seminary was founded as a church school and because the church leaders, both clergymen and laymen, played so great a role in saving the school in the hard years, and because the Oneida Conference and later the Wyoming Conference were an indispensable part of that survival.

In regard to the school routine and recreation, the letters of the alumni and "Opinators" have been the chief sources. All incidents and anecdotes could not be included. "Pranks," for instance, have been limited to those which seemed typical of each period or which illustrated some phase of school growth. Outstanding stories like the famous "Strawberry Affair" have been edited from a half a dozen accounts sent in. The serious business of school life has been given due attention. Each innovation or change has been described as, for example, the beginnings of the "Opinator," of the Cum Laude Society, of the

literary societies, etc. As far as possible quoted passages have been liberally used so that the participants in events could tell their own story. After the publication of the "Opinator" began, this gave an opportunity to include many excerpts from student writing and now and then, from an article by some member of the faculty. It has been intentional to mention in connection with school affairs many of the students involved. With very few exceptions all material sent in by the alumni has been used. In some cases these had to be edited to fit the context but without them the story would be far less meaningful.

It is hoped that the book is a well-rounded story of Wyoming Seminary, in which the growth through trials and disasters is a living pattern and not entirely a dull and dusty succession of facts. It is hoped that the presidents, and some members of the faculty and trustees have emerged as more than just names. It is likewise hoped that some sense of reality has been infused into the rural setting in which the school began so that the contrasts of the changes in the Valley stand out sharp and clear. The central theme of organization has been, "faith in God and hard work"; the characters and accomplishments of the presidents have been the framework of the story to which all other material has been subordinated. This gives the history continuity, as their lives and ideals have given Wyoming Seminary continuity.

This book could not have been written without the aid of many who cooperated in the work. Not only did Dr. Fleck sponsor the project but he furnished many items of information, read many sections of the manuscript making suggestions and alterations, gave constructive

advice, made trips to the publisher in Scranton when he could ill-afford the time, and attended to countless other routine matters raised by this task. The writer feels an especially deep sense of gratitude for the reading of the manuscript by Dr. John H. Race. No one was better qualified. His life-long association with Wyoming Seminary and his many years of experience in the publishing business made his contribution invaluable. He made the corrections, suggested sources, counseled omissions and additions, and furnished material that could not have been found elsewhere. Without his aid this book would have been far less adequate. Dr. Race has not been in good health and what he did was at considerable cost to himself. Mrs. Elmer Buckman (Miss Bannister, sister to Mrs. Race, and a teacher of Latin at the Seminary in 1889-1893) read the manuscript to Dr. Race and made suggestions and corrections.

Mrs. E. A. Howe (Adelia Atwood) accepted Dr. Fleck's invitation to be a guest of the Seminary for the Commencement week-end in 1943. She had been a student at the Seminary several terms in the latter part of Dr. Copeland's administration and then had returned to take the commercial course, graduating in 1884. Mrs. Howe, although past eighty years of age was very active and possessed a clear and accurate recollection of the Seminary in the late 1870's and early 1880's. Every part of the campus and dormitory buildings suggested scenes of an earlier day. She was able to fill in for the writer many details of daily life in the school and to describe the teachers she had studied under. After her return home she sent some additional material and also some pictures

of faculty members and students. Her contribution was a very real aid in the work for that period. To her the visit was a stimulating experience. She wrote on her return home, "Strange I should have been impelled to accept Dr. Fleck's kind invitation to be a guest of the Seminary and thus to have spent four days *within its very walls*—a real 'Rip Van Winkle' experience." All the material she furnished has been included. Mrs. Howe did not live to see the book to which she so graciously contributed, for on November 14, 1943, at Monticello, N. Y., she died of a heart attack.

Miss Dorothy Hoag gave the writer every possible assistance in finding necessary material in the Methodist historical collection in the Syracuse University Library. The Journals of all the annual conferences of the Oneida Conference in the period of its existence are there with all the separate reports and papers, dated and lettered for each conference session. Miss Hoag, who has charge of the Methodist collection, likewise was able to find other material including copies of the Northern Christian Advocate which for many years was published at Auburn, N. Y.

Another indispensable source of material was found in the newspaper files, especially the early newspapers of the Valley. For the period from 1840 to 1883 the newspapers yielded many incidents and details which aided in fitting together important parts of the story. Miss Ernestine M. Kaehlin, librarian of the Wyoming Historical and Geological Society, opened the newspaper shelves to the writer, hunted for additional sources, made suggestions that were very helpful, and cooperated in every

way. The bound copies of the "Wilkes-Barre Advocate," the "Record of the Times," "The Luzerne Union," "The Pittston Gazette," etc. were indispensable both in connecting the events connected with founding of the Seminary and in describing the important milestones such as the Anniversary Exercises, the fire in 1853, the tornado and fire in 1863.

Miss Frances Dorrance, Librarian of the Kingston Hoyt Library has searched for material, made available to the writer books such as the volumes of Johnson's "Historical Record," and has procured items not found elsewhere. Dean and Mrs. James A. Adams helped the writer secure material at every opportunity. The James Ashley letters were found with their aid and copies made by them. Likewise they gave the writer names of alumni who might make contributions. Prof. E. J. Roberts came upon the Gilpin Letters while he was traveling for Wyoming Seminary during the summer, and, as a result, copies of the four letters were made. The writer found most of the background material for the setting of the history and, for some of the early events, in Mr. Brewster's remarkable and most informative "History of the Certified Township of Kingston." The extent of his research work made available information concerning West Side families and place locations. Likewise the writer owes a debt to the Harvey-Smith "History of Wilkes-Barre" which provided information concerning such local developments as the building of a canal, and which was most valuable in furnishing material for the biographical sketches of members of the Board of Trustees. The writer also appreciates the reading

of parts of the manuscript by Mrs. Frank Darte and by Mr. Z. Platt Bennett.

This book is not as exhaustive a study of the first century of Wyoming Seminary as it could have been in other hands and it is not as accurate as the checking of several sources in many cases could make it. However it is hoped that the completed work will strike a spark of response among those who regard the Seminary as their own. This book belongs to the alumni of the school; it is their story. Dr. George Peck, who first dreamed of a school in Kingston, wrote in the preface of his autobiography, "It is a benefit to the world to wrest facts from oblivion, and give them a permanent record, if the facts give force to principles, and if they are so set forth as to facilitate their study." It is the writer's hope this thought may be applied to the history of Wyoming Seminary.

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Introduction

This story of one hundred years of coeducation in the secondary field under Christian influence is also a story of the development of a section of American life from the time of pioneer living and thinking to the highly complicated and strenuously competitive civilization of today. When the Rev. George Peck preached the powerful sermon in 1839 which moved the members of the Oneida Conference to find ways and means of establishing an educational institution which would increase the efficiency and enlarge the culture of its members, he probably did not envision a school holding its 100th Commencement Exercises on what will go down in history as one of the most significant days of all time, namely "D-day," when the air arm of history's most colossal and daring attempt to invade a continent was led by a Wyoming man, the youthful Major General Elwood R. Quesada.

In preparing this chronicle of the development of a purpose which was the outcome of the vision of a few men of faith, the writer was handicapped by the fragmentary character of source material due to the indifference of the founders to the value of records. Their minds seemed to be so occupied by the problems of the present and their dreams of the future that the past was tacitly accepted

as an accomplished fact and relegated to the archives of memory. In writing this book the author seems to have two purposes, the first is to portray the beginnings, the tenacity of purpose, the courage in overcoming obstacles and disaster, the utter sacrifice of self, the hopes and ideals of the founders in order that student bodies, alumni, and friends may discover and appreciate this school as it is today. This has been no small task, for in a century which has seen more change in industrial, political, economic, social, and educational philosophies than any other century since the beginning of time, the school has adjusted its procedures and programs to conform to changes of thinking and living and yet has been true to the changeless fundamentals which were the cornerstones upon which the founders built. The second purpose seems to be to stimulate mental processes, to provoke thought, and to kindle imagination which will result in the consideration of purposes and projects which will increase the efficiency and enlarge the service which he feels the school is destined to render to society in the centuries to come. He believes that the function of Wyoming Seminary in the future will be not only to train men and women to understand, direct, and control the physical and social forces of their environment but also to develop the power of correct thinking and analysis which will enable them to adjust themselves in a constructive way to new situations. The pattern of the school must effect self-control, self-discipline, and orderly habits of thought, speech, and life, habits which develop the ability to meet the increasing demands of modern living. This pattern must result in social attitudes which include sentiments of comradeship, willing-

ness to cooperate in activities designed to promote the common good. It must teach the hard lessons of patience, endurance, and self-sacrifice. To be worthy of its distinguished past Wyoming must continue to transmit to succeeding generations the religious and classical culture which demands and develops thinking power and which is recorded in the great works of great men. This school begins its second century with the conviction that the development of character is a more vital end of education than the spread of knowledge if the individual is to be fitted for some distinct task by whose performance the entire social structure is strengthened. Since the Bible is the synthesis of all human experience in the relationship of mankind with God and man, it can hardly be omitted from the curriculum so long as Wyoming Seminary accepts responsibility for spiritual culture. The same must be said of some form of daily devotional exercises.

The reader will be impressed with the author's comprehensive grasp of the significance of the purposes and plans of the men whose lives and work he has portrayed with such accuracy and insight and with his sincere desire to tell the truth without bias and with a spirit of fairness and justice to all.

As Wyoming continues to grow in usefulness to society the need for increased endowment and scholarship funds will be in proportion to the demands for service. The reader of this history will recognize that a school with such an illustrious past must be strengthened in this way for the great work which awaits it in the future.

WILBUR H. FLECK

PART I

The Founding of Wyoming Seminary

1842-1844

CHAPTER I

September 25, 1844

THE sun that rose over the village of Kingston on September 25, 1844, ushered in a day of triumph for the little community. The Oneida Conference Seminary was to open its first term with appropriate exercises at ten thirty in the morning; it was opening in Kingston rather than in Wilkes-Barre across the river. There had been visitors arriving in town for the past day or two. Some had driven to the exercises in their own carriages or teams; others had come in by stagecoach from up the river and from Berwick and down the river. Parties staying in Wilkes-Barre had walked over early or had driven over with friends. The village folk on the West Side were making a holiday of this Wednesday and were in their best clothes walking leisurely toward Kingston Corners. Occasionally a carriage drove up and turned west at the stone house (home of Thomas Myers) toward the Methodist Church at the end of the street, leaving a light cloud of dust. The convergence of such an unusual number of people upon one point, made the new school easy to find, although it could not be seen from the corners.

A knot of visitors stood in front of the Church (this first building was but 3 years old, smaller than the present structure, and not in the same location) chatting among themselves and greeting new arrivals. There was nothing in

the scene which would be familiar to us. The hoop skirts and poke bonnets, the gayly colored ribbons and parasols dated the event. The men wore high hats; some beaver hats, some with broad brims. A number carried canes. The tight-waisted coats with long skirts or tails were set off by fancy vests, some striped, some plain. Straps under the instep kept the trousers close-fitting from the knees down. Members of the clergy could be distinguished by their black frock coats and large white cravats instead of the colored cravats the laymen wore. Young ladies and young gentlemen, eligible to attend this new school, could hardly be distinguished from their parents, for the skirts sweeping the ground, and the tall hats and coat tails gave to girls and boys an appearance of maturity belied by their actions and occasional gayety. The bright colors, the buzz of conversation, the brilliant September sunlight, the quality of the blue sky and the cool air made this a festive day such as Kingston had seldom seen.

Not until the guests reached the corner of Church Street could they see clearly the new brick school building, three stories in height with a white cupola, rising above the center roof. A newly cut street, or better, wide lane, ran along in front of the building narrowing to a path that meandered toward the orchard and adjoining town. A gravel walk led up to the platform which had been erected in front of the main entrance; the grounds between the walks and the street had been graded and the areas neatly enclosed by a fence recently erected. The notice of the opening of the school (in the Wilkes-Barre Advocate for August 7th) had described the building in these words:

"The edifice is a new three story brick building, con-

taining a Chapel, Ladies Hall, Recitation rooms, and a number of private study rooms for the accommodation of male students. The apartments throughout are spacious and neatly furnished. . . ."

Farm lands stretched away to the hills and up the valley with here and there a frame farm house, painted white, or a weathered barn and other outbuildings. There were no houses close to the school. The Church was the nearest structure and stood just beyond the Seminary facing Kingston Corners. Behind the Church, in a shaded plot, was the old cemetery with a fence around it (which was removed when the present Market Street was put through in the middle 1850's). The hitching posts before both the Church and the school, combined with the carriage sheds to the rear of the two buildings, all of which facilities were no doubt in full use that morning, marked that era of much slower motion and more leisurely living. The pump in front would seem a curiosity to us but was a much needed convenience to the guests of that day.

This first Wyoming Seminary building, which stood "thirteen feet to the Northwest" of a line parallel with the front of the Church, would have impressed us as very small compared to the present dormitories. It stood on the lot now occupied by Swetland Hall and part of the connecting South wing, between Swetland and Administration Halls. Pacing off the length from the corner of Swetland Hall, which is toward Market Street, the old building extended to a line drawn out from the present doorway of the Association Room, that is about one third of the length of the dormitory buildings today. In depth, from the front entrance to the back door, would have been

about as far as the archway in the hallway of Swetland, that is two thirds of the distance to the present rear door. There was a dignity and simplicity about the building; the lines were severe although well-proportioned with the bell tower to set it off. There was also a pleasant newness which inspired confidence in the venture that had for months been uncertain. The sunlight of that September morning shining through the foliage cast patterns of light and shade upon the myriad window panes (twelve lights to each of the sixty windows) which were reflected as only newly set glass recently washed can reflect the outside world. The bricks were still a deep unweathered red; the sills and caps of the windows on the front and the side toward the Church were of newly cut stone, a clean grayish white. The red brick chimneys stood in line above the slanting, shiny metal roof. Two gable ends rose to peaks each side of the cupola, the latter standing against the blue sky, graceful in line, the upper part octagonal in form. Several visitors could be seen enjoying the view from the platform inside the cupola. Above the roof a weather-vane, gleaming new in the sun, pointed the wind. There was a place for a bell, but no bell had yet been purchased. The Trustees had, however, appointed a committee which was authorized to buy a bell (weighing not over 700 pounds) which could serve the Church and the community.

The cut stone sills of the doorways were even and unworn. The center doorway had newly washed and polished lights on both sides as well as above. Prospective students and visitors had been going in and out this morning, for the Principal was registering the first students just inside the Chapel door. As parents with boys and girls

entered, there was an acrid odor of new plaster, new paint, and of a newly laid yellow pine floor. (Yellow pine had been ordered by the Trustees just for the first floor.) No detail had been forgotten. Even the German locks on the doors had a shiny, unused newness.

Inside there was a large hallway with a broad flight of steps about half way back and on the right hand side. The rails and the banister were of cherry wood. This stairway led to the Ladies' Hall above room number 5 and to the classroom over the Chapel which was being fitted for a laboratory although the expensive apparatus had not even been ordered yet. Those who had sons or daughters with them to enroll in the school entered the door to the small Chapel which was immediately to the left of the main entrance. Here, wrote a student of the first session, " . . . the writer sat down by the side of Mr. Nelson as we called him, who taking his pen in his left hand (the empty sleeve was on the other side) remarked, 'I learned to write first with my other hand but had to learn again.' " After registration students and parents often made a tour of the new building or, if the student were a boy who had rented a room, went upstairs to locate and settle. Opposite the stairway in the "spacious hall" there was another paneled door to the left which opened into room number 5; this room was to be used for mathematics. The benches, just finished by the carpenter, were ready for the first class the next day and the blackboards were in place for working out the problems. "Here we met daily to tell what we knew about mathematics, or quite as often perhaps to acknowledge we did not know. . . ."

To the right of the main entrance, across from the

Chapel, there was a small narrow hall which led to a student's room at the back of the building that later had three boys in it. On the northeast corner of the building was the large room for the Primary Department. A door opened into this room from "the north side of the building." The Primary room was light and pleasant with the September sun shining in the front windows; the benches, desks, and blackboards were ready for the few who were enrolling for these lower grades. "The students here were too young to enter the Seminary proper, and resided either in Kingston or Wilkes-Barre."

If the visitor climbed the broad stairs in the main hall, he came first to the room on the East side of the building, "corresponding in size with number 5 on the first floor. Here Chemistry, Philosophy, and Astronomy were illustrated and explained." Next to this room was the Ladies' Hall, the windows of which looked toward the church along the south side; and on the rear side toward the farmlands and the home of Madison F. Myers (a Trustee) on the mountain slope. There were in addition five student rooms on the second floor; each was furnished with a small stove piped into a chimney on the outside wall, with a new corded bed, a newly finished clothes press, a table, and chairs. The third floor, which the visitor approached by a narrower stairway from the second floor, was divided into thirteen student rooms all furnished and ready for occupancy. In the attic story there were two unfinished rooms ready in case the attendance should warrant their completion (which it did the following spring).

Then there was a stairway to the cupola which had been an after-thought provided by the Trustees when the

question of a bell was first considered. The Wilkes-Barre "Advocate" in its same issue of August 7th had included this statement in the announcement of the opening: "The prospect from the Institution is both extensive and delightful. From few points has the spectator a finer view of the valley than from the dome of the building." This view would have been most unfamiliar to us today. It looked out on a panorama of harvested fields, orchards, of scattered farm houses and barns. The Kingston flats were mostly unsettled and the river wound through a setting of woods, well-kept farms, and marshland. Wilkes-Barre was only a cluster of frame dwellings with the white steeple of "old Zion" rising in the center. Beyond this "New England town" the mountains lay in the blue September haze. No distant hum of motor cars or the muffled noises of urban life rose to disturb the pastoral loveliness of this scene of a century ago. But now as the visitor looked down on the front campus, he saw the people gathering in the chairs which were placed before the platform where the dedicatory exercises would shortly begin.

"As ten thirty approached the new patrons and visitors were mostly seated in front of the staging erected before the main entrance of the new building." The Board of Trustees, the Principal, and prominent clergy of the Methodist Episcopal Church were on the platform. The Trustees' Minutes state, ". . . The Board was happy to notice among the visitors on this occasion, the Reverend Thomas Bowman of Berwick (Baltimore Conference), and Judge Woodward of the Luzerne County Court and B. A. Bidlack." The latter was the Congressman from this area. The exercises began with the

Reverend D. A. Shepherd reading the scriptures. This was followed by the prayer which the Reverend Thomas Bowman had been asked to make. Then Dr. Durbin was introduced as the speaker of the exercises. Dr. Durbin was considered one of the most eloquent orators in Methodism. Dr. Sprague has told this story of his ability to move an audience; "His dramatic power was such that once when preaching in Chambersburg, Pa., and describing with great vividness the Day of Judgement, men sprang out of the windows of the church in their great terror, wrenching off the blinds, and others to escape rushed headlong to the door to the injury of many." When asked about this episode by a Dickinson ministerial student, Dr. Durbin said, "Yes, there was some excitement there." He had also served as a chaplain in the U. S. Senate in the days when Webster, Clay, and Calhoun were members. However, he was above all a pioneer in urging the establishment of seminaries and theological schools for Methodism. He was acting president of Dickinson College at this time. In a previous visit to Wyoming Valley, he had pronounced the area to be, "a commanding situation for a literary institution."

"Dr. Durbin then took the stand, and enchained the attention of the audience to an address of nearly two hours' length—in which the subject of education generally was treated in the Doctor's usually comprehensive, able, and eloquent manner; and the claims of the Institution to patronage and support, and its advantages to the community in which it is located, were strongly urged and strikingly depicted." At the close of his speech, he opened subscriptions for a fund of $900 for a philosophical ap-

paratus and a library by donating $50 himself. Two hundred and fifteen dollars were subscribed then and there by the audience. When the exercises were over, the Trustees reassembled in special meeting and "appointed a committee to solicit from Dr. Durbin a copy of his address for publication." The Doctor must have left immediately, for this committee wrote a formal request. It was refused, and we do not have any copy of this dedicatory address. (As a final footnote to this speech, there is among the Trustees' papers one in the Treasurer's handwriting—Madison F. Myers—which he labeled, "4th bill for current expenses." The first item on this bill is written as follows:

"Sept. 24, 1844 . . . to D. Durbin . . . 10 . . . 1 ton of coal 1.50 . . . 11.50")

Of those who sat upon the platform that morning no one had done more to make this occasion possible than Thomas Myers, the contractor and member of the Board of Trustees of the new Conference Seminary. The success of Kingston in winning the location was due in no small measure to the initiative and the generosity of Thomas Myers. He had awakened the village to new opportunities. This item in the Wilkes-Barre paper suggests the part he had played. "The Kingstonians, after a Rip Van Winkle sleep for twenty years, have rubbed their eyes and started up . . ." A number of new buildings including the Methodist Church had been built during the previous two years. "Mr. Thomas Myers is entitled to credit for the enterprising spirit he had manifested in laying out new streets, erecting houses, and encouraging the introduction of new branches of business." Although not a member of the Methodist Church he had given the lot on which the

building now stood; the amount of his subscription was $1,393; he had also given fifty dollars for the apparatus and library. He had justified the faith of the Board and the faith of his fellow townsmen. He had promised to complete the work in a year, that is by December, 1844. The work had progressed so well the Trustees had originally planned to open on the first Wednesday in September. The increase in the size of the Chapel and the Ladies' Hall, and some other changes led the Board to fix September 18th as the opening date. When Dr. Durbin was invited to speak at the dedicatory exercises, he could not come until September 25th. By this date, the contractor had completed the outhouses, put on the 108 ft. lightning rod, prepared the gravel walks, and graded the lot enclosing the school yard with a substantial fence. Thomas Myers had indeed fulfilled the pledge written in his contract that: "All the materials are to be of a first rate quality, and the work to be done in a plain, neat, and workmanlike manner."

Another man sat upon the platform that day who had reason to be pleased with the day's events. He had been hard at work on the thousand and one details connected with the opening of a new school. He had made out the list of text books that would be needed and made arrangements for Goodwin's store to sell them to the students; he had decided that the class room on the second floor should be equipped for a laboratory; he determined not only the equipment of the classrooms but also of the student rooms; he may have been instrumental in having the Chapel and Ladies' Hall increased in width by five feet; he had been delegated by the Trustees to hire a Primary teacher. These

tasks he had taken in his stride with characteristic energy and determination. He was a tall robust young man of twenty six with broad shoulders, deep chest, erect carriage, a strong masculine face with lips that in repose were already set firmly, and a stubborn jaw. His well-groomed dark reddish hair and his sharp, piercing gaze suggested the fire and the will of a man born to lead. Although a visitor would notice the empty sleeve upon first meeting Reuben Nelson, he soon forgot that handicap in the magnetism of a strong personality. Indeed the first principal might be considered young for so important a trust, but confidence, integrity, vision were written in his walk and his manner.

He had been first a teacher in and then principal of the Otsego Academy at Cooperstown. At the same time he tried "to carry on the work of a circuit, preaching twice and often thrice on Sunday in addition to the work of teaching. This strain was too much for his vocal chords which gave out in 1843. He had to resign his principalship and his preaching circuit." The Oneida Conference of 1843 placed Reuben Nelson on the super-annuated list. In this crisis his deep-rooted faith in God had been a light which guided him through dark hours. By the time the offer to be principal of Wyoming Seminary came to him in 1844, his voice was so much improved he felt he could accept the opportunity. On this sunny September day Reuben Nelson sat on the platform, able now to speak and preach again, amiable in manner, his whole person radiating a buoyant enthusiasm.

When the sun of September 25, 1844 had set behind the mountains, Wyoming Seminary had opened the first

one hundred years of service. In the cool of the evening, candlelight flickered cheerfully from some of the windows and cast a faint light on the step before the center doorway. Great shadows moved cheerily across the newly plastered walls of the hallway by the principal's office door. Beyond the circle of light a cavernous gloom hid other doorways and the hall's full length. There was a pleasant glow within the small office, for the principal was, no doubt, at work behind his desk. (All who wrote of Reuben Nelson stressed his custom of burning the midnight oil.) Even though only thirty-one pupils had registered in the Seminary proper, 14 girls and 17 boys, there were classes in a variety of subjects such as Latin, Greek, English, Natural Science, and Mathematics. The coming weeks would see more registrants entering.

Problems loomed large in the shadows of that office. There was a debt of well over a thousand dollars and more incidental expenses were to augment the figure in a matter of days. There was need for an expensive philosophical and chemical apparatus as well as a library to make a first-class school. Then there would be the question of a boarding hall if the dormitory enrollment should increase, which the young principal hoped it would. The present method of boarding the students in the community could not be too satisfactory. But these problems were probably welcome after a year in the Conference superannuated list.

Outside in the sharp coolness of the September evening, there were the usual sleepy sounds punctuated now and then by the barking of a dog on a nearby farm; there were the odors of autumn, the faint trace of burnt leaves, the

tang of apples now ripe upon the trees beyond the dim north wall of the building. Far away, as over the water, the horn of some stage driver echoed a lonesome call. The stalwart figure that crossed the new campus in the starlight strode with confidence through the deep shadows.

CHAPTER II

Kingston vs. Wilkes-Barre

WYOMING SEMINARY was established as a church school by the Oneida Annual Conference of the Methodist Episcopal Church. This was the era of academies and seminaries founded under the auspices of some denomination. They prepared young men for college work and gave an opportunity for academic training beyond the common school level. They often included a primary school, as Wyoming Seminary did, but this was only a subordinate department. Girls had an opportunity to study languages and literature with art and music to round out their preparation for life. Such a school was not strictly denominational but open to all who desired to study in an environment where moral and religious training were considered a necessary part of successful living.

But Wyoming was not a theological Seminary, that is no courses just for ministerial students were included in the curriculum. In fact in the Journal of the Oneida Conference in the later 1840's both Cazenovia and Wyoming Seminaries were criticised because they did not concentrate on religion but instead on the humanities and natural science. There was, then, a movement in the Conference to make Wyoming Seminary a theological school by introducing the courses needed for the Conference examina-

tions of prospective preachers. Finally, after an investigation, the Conference decided to introduce theological courses into colleges under the patronage of the Conference and recommended Bible Institutes for special subjects. Thus Wyoming Seminary remained a typical academy. Ministerial aspirants could take their academic preparation in such a literary institution, but their theological studies were usually a matter of self-education while they began their preaching on a circuit under an older man.

Methodism was an aggressive, missionary faith, adjustable to frontier conditions and to the rural areas where members lived in widely scattered and thinly populated communities. "The early days of Methodism were notable for two things: fire and fight. Men were zealous, impassioned . . . in most places Calvinism had a footing. Its errors must be attacked. Methodism had to fight for standing room." The organization of the Church was so flexible it could meet rapidly changing conditions. Small Methodist societies held their class meetings regularly under the leadership of licensed exhorters and local preachers; the preacher on the circuit or his assistants met with each society as often as the size of the district would permit. "A group of these societies form a circuit, extending in some cases 500 miles, requiring from two to six or more weeks to travel around it, and supplied by a preacher 'in charge,' and two or three assistants, who are aided by the local preachers; the class leaders maintaining a minute pastoral oversight of the Societies during the absence of the itinerants." These circuits were organized into Districts, each of which had a Presiding Elder in charge. A number

of these Districts were bound into a Conference which had an annual meeting either in the spring or autumn. The annual meeting was presided over by a Bishop of the Church. At this meeting the business of the Conference was conducted, the preachers assigned to their stations and circuits, the financial affairs reviewed, policies decided, and educational facilities provided for both the ministry and the laity. To complete the organization, every four years a General Conference was held, made up of delegates elected in each of the Annual Conferences.

With such an organization, it is not surprising that the spiritual needs of the members came first. The very small pay and the hardships of the circuit preaching did not attract many college trained men. Rather the sincerity, rugged idealism, and willingness to sacrifice comfort were standards of judgment in choosing men to be preachers. Dr. George Peck writes of his surprise that the Conference examination for his promotion in the ministry did not cover the material he had studied so diligently but was a rather informal conversation. The emphasis of the Church was on self-education rather than college training. Not until 1820 did the General Conference of the Methodist Episcopal Church advocate the establishment of a Seminary or Church School in each Conference. When such a school was established, it had to be financed by the laymen, for the Conference would not assume any financial obligation. However, the Conference was of the utmost importance in the aid it could furnish through its organization in finding patronage, raising funds, and supplying the principal or president. The success of the Wyoming Seminary was due to the large and fairly prosperous southern

part of the Oneida Conference, especially the rapidly developing Wyoming Valley; and to the character of the men, clergy and lay, who founded the school and sustained it in the dark hours of the early years. Men like George Peck, Reuben Nelson, William Reddy had a vision of a better world which the Church had given them. Their integrity, enthusiasm, and Christian example led laymen like Ziba Bennett, William Swetland, Madison F. Myers, Thomas Myers to give of their income and their time to Wyoming Seminary.

On the opening day there had been two men absent who had played important roles in the founding of the school: George Peck and William Reddy. George Peck was the elder of the two and one of the five sons of Luther Peck, all of whom entered the Methodist ministry. He had entered the circuit preacher's work when Kingston was part of the Susquehanna District of the Genesee Conference. This was a large district extending from the Delaware River westward to Ithaca, N. Y. and Wellsboro, Pa., and from Norwich on the north in New York state to Plymouth below Kingston. There were then eleven circuits over which the preachers traveled on horseback, since many of the roads were only trails cut through the woods with corduroy stretches through the swamps. Dr. Peck wrote, "Wyoming Circuit was arranged on the two weeks plan and had twelve appointments at all of which I was myself to preach; each round requiring me to travel one hundred and thirty-six miles." In all the Genesee Conference at that time there were only four stations, that is fixed preaching charges where the minister resided. Wilkes-Barre became a station in 1826. George Peck had had

little opportunity for school training and found that he must provide his own education. Methodism was battling for her place in Protestantism. The population was scarce in this area and rival faiths competed with the Methodist itinerant for souls. The preacher must study the background and literature of the Methodists in order to answer the charges that he was teaching false doctrine. Dr. Peck relates the following: "There were two preachers of that persuasion (Baptist) within the bounds of the circuit who were deep on the water question, but very shallow in the rest of their doctrine . . . On my first round of the circuit I had a chance to hear one of them preach. His sermon was wholly controversial and aimed directly at the Methodists, whose doctrines and usages he totally misrepresented . . ." This led to an "epistolary controversy between us. I studied the subject, and began to discuss the modes and subjects of baptism in my sermons. . . ."

However, the opportunities for study on the circuit were meagre. The preacher had to put up at night in the house or cabin of a class leader or member. This meant sitting in the room with the rest of the family during the evening and studying between snatches of conversation. If he stayed over a day and tried to study during the daytime, "Sometimes the light was bad, coming through the chinks between the logs, or the open gable of the cabin." In spite of the difficulties George Peck did study, taking advantage of any opportunity to attend classes which his charge (such as Auburn) might offer. Early in his career he came to appreciate the value of school training and he argued for Methodist Theological seminaries when that was an unpopular issue to support. In 1824 Dr. Peck was

placed on the Conference Educational Committee. In that same year the Trustees of the Cazenovia Church proposed that a Conference seminary be established in Cazenovia. This suggestion was carried out. In 1829 the first session of the Oneida Conference was held in Cazenovia and the School became the Oneida Conference Seminary. In 1835 Dr. Peck was chosen as the Principal of the Cazenovia Seminary, an office he held for three years. He also taught such subjects as Hebrew, and Logic and Rhetoric. This experience stimulated his interest in education, for he contributed a series of twelve articles on education to the Auburn "Banner" (which was a forerunner of the Northern Christian Advocate).

The Oneida Annual Conference in 1839 sent Dr. Peck to the Susquehanna District as the presiding elder. "Once in the latter part of October, 1839, I delivered an address in the old church at Forty Fort on the subject of education, in which I advanced the idea that a Methodist seminary was needed in the Wyoming Valley, and that Kingston furnished as good a location as could be found for such an institution. This was the first formal step in the movement which resulted in the establishment of the Wyoming Seminary. . . ."

Dr. George Peck was chosen as a delegate to the General Conference of the Methodist Church held in Baltimore in 1840. He wrote, "I was elected editor of the Quarterly Review. I had come to the Conference with no aspirations in that direction. My mind was drawn to the subject of education, the establishment of a Seminary in the Wyoming Valley. I had had some experience in the management of an institution of the kind and I had

some taste for the work of a teacher. . . ." In fact he had almost carried this wish into action. The committee's prospectus issued in December, 1842, strengthened their argument that there would be sufficient patronage by adding, "This is the opinion of Dr. Peck, who had actually made arrangements for commencing a school, with male and female departments, upon his own responsibility previous to the last General Conference. . . ."

Although he became an editor, he continued his interest in the founding of the Seminary. He was partial to the Kingston site because his wife was Mary Myers, daughter of Philip Myers of New Troy. Her brother Madison F. Myers, was a trustee of Wyoming Seminary from the beginning until his death. Likewise Mrs. Peck was a cousin of Thomas Myers, the contractor who built the first building and served twice as a Trustee. Dr. Peck subscribed one hundred dollars when William Reddy was collecting the subscription in Kingston township. At two later periods Dr. Peck was a Trustee of Wyoming Seminary ex officio, and a lifelong friend of Reuben Nelson.

The other founder who was absent at the opening exercises in 1844 was William Reddy. Dr. Sprague once wrote, "Let us thank God for William Reddy." As was the case with George Peck and Reuben Nelson, William Reddy was a native of upstate New York. Handicapped by the loss of a leg, he had sought some education and entered the Methodist ministry as a circuit preacher in 1839. He was assigned to the southern part of Oneida Conference. "I began my ministry in Wyoming Valley, Pittston Circuit was my first appointment and embraced territory now divided into twenty-two to twenty-four charges. . . ." Like

George Peck and Silas Comfort, he had had little formal school training. He studied as he traveled on his circuit. Later on when he was the presiding elder of the Wyoming District, he studied Greek under Reuben Nelson at the Seminary.

In 1840-1841 he served as Junior preacher under William Round on the "Old Bridgewater Circuit." The next year he was sent to Carbondale. There he had a year of personal tragedy, for his wife became seriously ill with "a species of typhus." After weeks of uncertainty she died in March, 1842; his mother died on the same day. He wrote William Round that this affliction might have been "to lead me to a closer walk with God, to call into exercise my faith and patience, and to show me my dependence on God and to wean me from the world. . . . My heart has sometimes been full of grief at the prospect of being left alone with my little boy. But I have believed the Lord would provide . . ." When the Oneida Conference met at Oxford, N. Y. in August, 1842, William Reddy was assigned as the Junior Preacher on the Wyoming Charge in the Susquehanna District.

In addition to his regular duties, he had a special assignment which apparently gave him pleasure to perform. The following resolution had been unanimously passed by the 1842 session of the Conference:

"Whereas it is contemplated to establish a literary institution within the bounds of the Susquehanna District to be under the patronage of the Oneida Annual Conference; therefore: Resolved, That we recommend the appointment of a committee consisting of the presiding elder on said district, and the preachers in charge of the Wilkes-

Barre and Wyoming Stations for the purpose of securing proposals for the location of the institution, and to take the preliminary steps for its organization: Provided this Conference shall not be held officially responsible for any of the debts which may be contracted."

This resolution was stated at the close of the report of the Education Committee of the Conference (of the five members on the Committee that year, it is interesting that one of them, Lyman A. Eddy, was a brother of Jane Scott Eddy, who became Mrs. Reuben Nelson previous to the Conference). The three men sent to the stations named in the resolution were: David Holmes, Presiding Elder of the Susquehanna District; John Seys, preacher in the Wilkes-Barre charge; and William Reddy in the Wyoming Circuit (Kingston, New Troy, Plymouth, and Nanticoke).

This committee of three met on December 7, 1842, and drafted a prospectus which was published in the Wilkes-Barre "Republican Farmer and Democratic Journal" on January 11, 1843. The prospectus stated the Conference resolution, quoted above, and then presented the arguments for a "literary institution": In the first place there was no such school under Methodist patronage, between Carlisle, Pa. and Cazenovia, N. Y.; there would be sufficient support for such a Seminary because many Methodists were sending their children to the schools of other denominations; Dr. Peck and Dr. Durbin had faith such an institution was needed. . . . "and coincident with this was the opinion of Professor Emory, expressed during his recent visit to the Oneida Conference." Then the prospectus stated the two requisites: First, the location, which

was to be determined "by the liberality of those who may feel interested in the enterprise." Although no town name was given the competition would obviously be between Wilkes-Barre and the West Side. In the second place, "we must have . . . $1,500 in cash, or materials for building."

William Reddy wrote of subsequent events, "Bro. *Seys* was to canvass for *Wilkes-Barre* and I was to *cultivate Kingston*; and so the scene opened. Bro. Holmes, the chairman of the commission, resided at *Tunkhannock*; and so he devolved the whole matter on Bro. *Seys* and *myself*. We were to work up the subscriptions until a *specified time*, and then we were to meet and decide on the location, and pass on the bids, the amount of our subscriptions, and award the contract for the erection of the building, which the commission had agreed upon. Time came; Bro. *Syes* and *I* met and he *honorably* conceded that *Kingston* had won the location; and we proceeded to let the contract to the best bidder, who was *Thomas Myers*, Esq. who had donated *the land* and had *liberally subscribed* for the *building*. All this seemed satisfactory. But when the chairman, Presiding Elder Holmes, learned what had been done, he was *disappointed* and *dissatisfied*, and he vetoed our action and said the matter should be *reopened*, and the final decision should be determined by the Oneida Conference which was to hold its session in *Wilkes-Barre*. Bro. Holmes had been stationed in *Wilkes-Barre*, and was partial to that location; and he was confident that *Wilkes-Barre* would secure the prize; especially as the Preachers would be *quartered among the families of the place*, and it was presumed that they would favor the larger place."

The meeting of the Committee referred to by William Reddy took place on April 25, 1843. At this meeting two resolutions were adopted:

"Resolved that in consequence of the very liberal encouragement which has been given by the members and friends of the Methodist Episcopal Church in this Valley of Wyoming the committee feel justified in proceeding to erect said Seminary.

"Resolved, that *if the Conference so concurs* the location of said Institution be in Kingston Village in the said valley." This document was signed by David Holmes as chairman.

The words I have italicized in the second resolution prevented any further progress in carrying out the contract *already made* with Thomas Myers. "So the *competition continued* until the meeting of the Conference. An earnest debate was had, but it was *decided* that *Kingston* had *fairly won*, and Kingston received the prize. . . ." This was not quite correct, however. William Reddy remembered the decision of the Committee but he forgot the final resolution passed on the floor of the Conference.

The Oneida Conference Journal gives clear evidence of the disagreement. The Minutes report, "The Committee appointed at the last session of this Conference to receive proposals and take preliminary steps for the organization of a literary institution within the Susquehanna District . . . made their report. Moved and carried that the report be recommitted with instructions to the Committee *to fix* the location of said Seminary."

Near the close of the Conference Sessions, this final entry was made: "The Wyoming Seminary Committee re-

ported that they had fixed the site of the said institution at the Village of Kingston, Luzerne County, Pa."

This decision is what William Reddy evidently recalled when he wrote his letter in 1894. However, a discussion of the report followed before all the members of the Conference and this resolution was adopted *which had authority over the decision of the Committee:* "Resolved, that we recommend the report to the stationed preachers of Wilkes-Barre and Wyoming stations or circuits and to the Presiding Elder on the Wyoming District to keep open the books for subscriptions until the first of October next when the largest amount of subscriptions shall determine the location, provided that the site be unencumbered."

Then the Conference named the first Board of Trustees, seven in number. The composition of the lay membership suggests both the fact that location was not final and the desire of the Conference to keep the rivalry on a friendly and cooperative basis. There were four lay members: Thomas Myers and his cousin, Madison F. Myers, who were residents of Kingston; Lord Butler and S. D. Lewis who were residents of Wilkes-Barre. (The three preachers on the Board, ex officio, held the same positions as the members of the Committee.)

This business accomplished, the Conference concluded its plans for a new literary institution by adopting the following proposal:

"That the Baltimore and Philadelphia Conferences be and hereby are respectfully requested to give their patronage to the contemplated Wyoming Seminary, especially the Valley of the Susquehanna north of the capital of

the state, on the consideration that said Seminary shall be considered tributary to Dickinson College."

This resolution explains the early interest taken by Dickinson in the establishment and progress of Wyoming Seminary. Dr. Durbin and Professor Emory both had made a plea for the founding of the school. Professor Emory, elected President of Dickinson in 1845, was one of the six choices for the first principal. After his dedicatory address, Dr. Durbin in October, 1844, sent a collection of minerals for the philosophical and chemical laboratory.

The only one of the Committee of three preachers to be appointed to a charge in Wyoming Valley was David Holmes. He was stationed in Wilkes-Barre for 1843-1844. He was the only one to be on that first Board of Trustees. John Seys, whom he replaced, was elected superintendent of the Liberia Mission District again in 1843. He had held this difficult mission post for several years, returning to the Oneida Conference in 1841. Apparently this mission in Africa was a coveted charge. In 1844 John Seys was not only appointed superintendent but was also acting principal of the Conference Seminary in Liberia. Silas Comfort was chosen Presiding Elder of the new Wyoming District which the Conference Session at Wilkes-Barre had just formed out of the southern part of the Susquehanna District. Lucian S. Bennett, who seems to have been in poor health at this time, had been the Senior preacher with William Reddy the previous year on the Wyoming charge, and was now teamed with George H. Blakeslee on the circuit. He was the elected trustee for Wyoming on this first Board.

William Reddy had been assigned to Honesdale for the

year 1843-1844 and was not an ex-officio member of the Board of Trustees. Although the Kingston location was challenged, although there may have been some increase in the subscriptions before October 1st, William Reddy had done his part of the work well. He had evidently aroused West Side pride and had enlisted the support of Thomas Myers who, although not a Methodist, found this proposal in line with his plans for developing Kingston. To him the Seminary meant a more progressive and prosperous community. His gifts made possible the first building. He not only gave the lot which was near the new church building, but he also gave $1,393. No other single subscriber paid more than $250. Thus, when William Reddy left for his new charge, work could begin as soon as the time limit of October 1st finally set by the Conference had been reached.

William Reddy remained two years in Honesdale, . . . "and from thence to *Owego*, where I remained one year. I was returned to the Wyoming Valley as Presiding Elder, and settled in Kingston. I was elected Trustee and for 4 years I was *President of the Board of Trustees*, Rev. Reuben Nelson having been elected as its first principal. I entered Bro. Nelson's *Greek Class*, as a *student* and pursued my study, in connection with my District work. My two sons subsequently graduated from the 'Commercial College' then under the charge of *Prof. W. S. Smyth*. At the end of my term on the District, my official relations with the Seminary ceased; but I have never lost my interest in its success, and have ever rejoiced in the *prestige* which it has attained." Although a Trustee of Cazenovia Seminary for fifteen years and a Trustee of Genesee Col-

lege (later Syracuse University) for six years, in 1894, fiftieth anniversary of Wyoming Seminary, there was a justifiable pride in the words he wrote: "It so happened that I was connected with the *inception*, *location*, and *early history* of that grand institution." This life-long loyalty led Dr. Sprague to invite him back to preach the sermon for the exercises celebrating the fiftieth anniversary in 1894. William Reddy did return and was put up in the guest room in Swetland Hall. Before he was able to preach this anniversary sermon, he was taken ill and died of heart failure in his Seminary quarters. Of this founder of Wyoming Seminary a close friend had written some years earlier, "He is full of courage and zeal. . . . His manners are ever straightforward; his actions prompt, energetic, and decisive. He loves his work. . . . When he takes the sword of the spirit, he knows he handles a trusty weapon. He never flourishes it much. . . . He is one of the mighty men of the Church."

When October did come (the 1st was on Sunday) the Committee of three met on Monday, October 2nd. Kingston had subscribed $4,100; Wilkes-Barre had "undoubted subscriptions" of $3,400 and "about $450 to $500 subscribed by gentlemen to be paid out of the avails of lots of land yet to be sold." Evidently the majority of the Committee decided Kingston had finally won the location because the Board of Trustees, elected by the Conference in August, held their first meeting on Tuesday, October 3rd. At this meeting David Holmes was chosen president, Silas Comfort was elected secretary, and Madison F. Myers, treasurer. The Board then voted to advertise in the Wilkes-Barre papers for sealed proposals to put up a

brick building *in Kingston*. However, behind the scenes there was an argument still going on based on the contention that the Committee had not made a fair decision. On October 12, 1843, John Seys, who had canvassed Wilkes-Barre (John Seys had not departed yet for his Liberian post), and originally conceded victory to Kingston, sent a letter, dated at Wilkes-Barre, to Bishop Waugh who had presided at the Wilkes-Barre session of the Oneida Conference.

He opened his letter, "Feeling a deep and continued interest in the erection of the Methodist Seminary to be established somewhere in the Wyoming Valley—a degree of interest which has not abated because I am no longer officially connected with the Committee appointed by the Oneida Conference to superintend its building,—I take the liberty of laying before you the following particulars, and submitting to you the subsequent questions. . . ." He then reviewed the provisions made at the Conference session and without naming either Kingston or Wilkes-Barre gave the sums subscribed including the promise of the proceeds from the sale of land which referred probably to Wilkes-Barre. "Several Brethren fearing that possibly the Committee might regard those amounts as doubtful, obtained a guarantee from three responsible and independent members of our Church amounting to a pledge that they would insure the subscription of a $1,000 more, to be added to the $3,400, making $4,400 in all. All this was done previous to the meeting of the Committee, and the case stood thus at the time of the meeting of the Committee. . . . The Committee, in discussing the matter became divided in sentiment as to the legality of admitting

the said pledge, and part of them go for throwing it out altogether as not coming within the letter of Conference Resolution." He then posed three questions, all of which asked whether the Resolution passed by Conference defined any special types of subscriptions.

The Bishop replied from Baltimore on October 16, 1843. He opened his letter as follows: "This afternoon yours of the 12th inst. was received, and I proceed forthwith to reply. It is gratifying to learn that there has been an increased subscription toward the erection of the contemplated Academy in the Wyoming Valley. I had indeed hoped that the location would have been made by the Committee without difficulty or diversity of opinion, on the principle of the largest, best, and most available subscriptions which should be offered at the time appointed for the decision of the question of location. I regret that this is not the case, without meaning, however, to cast the slightest censure on either of its members. . . ." In answering the questions the Bishop restates each before giving an answer. The gist of his answer is: "I suppose that the place offering the largest amount of best subscriptions, without regard to any particular form or matter in connection with the subscription would, according to the design, and conformably with the resolution of the Conference, be fairly the site of the Seminary of Wyoming Valley." The Bishop's answer is certainly diplomatic but casts little light.

Reverend John Seys then made a copy of the correspondence which he gave to the Board of Trustees with this note: "To the President and members of the Board of Trustees of the Wyoming Seminary of the M. E. Church

"Gentlemen:

"I take the liberty for which I need make no apology of forwarding to you the following correspondence and of inviting you to give it your early and serious consideration." This is dated at Wilkes-Barre October 21, 1843. At the November 7th meeting of the Trustees this correspondence was read. Although the Board appears to have done little else at that meeting, there was no question in regard to location. In fact there is little to suggest that the location was a vital issue after the first meeting of the Board of Trustees on October 3rd. At the second meeting of the Trustees on October 31st at the home of the Reverend Mr. Bennett in Kingston, there was not a quorum; in fact no member from Wilkes-Barre was present. Board meetings without quorums are common throughout most of the history of the school. Whatever may have been the merits of the controversy and no matter what the seriousness of the division, this problem arose again in 1853 after the buildings had burned. As a matter of interest, Lord Butler was a member of the Board then, and one of the three who voted for the Wilkes-Barre location.

The bids for the building were scheduled to be opened on the 18th of November at the home of Thomas Myers; but there were only three Trustees present. The sixth meeting of the Board was held at the same West Side home on November 22nd, at which time five Trustees were present. S. D. Lewis and Lord Butler were the absent members. Eleven sealed proposals were opened; the lowest bid was that of Lyman Hurlburt for $4,195 and the highest was that of Needham and Atherton for $5,400. There were five bids below the $4,700 of Thomas Myers, but there

was probably little hesitation, for his contributions made his by far the lowest, and in addition he had been chosen the contractor by the original committee appointed in the 1842 session of the Oneida Conference. On the 29th of November at the home of the Reverend L. S. Bennett, the same five Trustees signed and sealed the contract for the first Wyoming Seminary building. The blank in the contract has $5,000 written in. Then they appointed a building committee made up of the Reverend L. S. Bennett, Madison F. Myers, and another Kingston business man, Cornelius Preston. As soon as possible after this, work on the building began.

Whatever the circumstances which had delayed work on the institution until 1844, Kingston had finally won in the contest with her larger neighbor across the River.

CHAPTER III

The Man for the Job

THE year 1844 opened with heavy responsibilities upon the shoulders of the Board of Trustees who had so recently held divided opinions in regard to location, and must now work together. Whatever the conviction of David Holmes had been, he filled his position as President of the Board loyally. Of the eight Trustee meetings between January and August, he missed only two. Dr. Holmes was regarded as one of the able leaders of Methodism. When the Susquehanna District organized a ministerial Lyceum to promote self-improvement among the clergy, he was elected to give the opening address. In the summer of 1844 he delivered the 4th of July oration at Plainsville. In this latter speech he defined his conception of the aims of education.

"Associated with this (religious training), there must be a general and useful education: An education that will produce a harmonious development of the physical, mental, and moral power. An education that will teach men their rights, and how to preserve them, that will make them philanthropists, patriots, and Christians. An education that will fit them for every useful employment in life; to cultivate the soil, conduct the mechanical, mercantile, or commercial interests of the country, and guard with the integrity of a Washington, the liberties of the nation."

Like Dr. Durbin and Dr. George Peck, he was a pioneer in the promotion of Methodist schools. In 1855 after a rather damaging Conference trial in which charges of immorality were unsubstantiated, he transferred to the Southern Illinois Conference from the Oneida Conference. Later he moved to Northwestern Indiana Conference. From 1862 until 1866 he served as principal of the Battle Ground Collegiate Institute in Indiana. In 1867 he was President of Northwestern Indiana College.

Silas Comfort was the secretary for the Board during those critical months in which not only a brick building rose amid the farmlands of Kingston but also the character and organization of the school came into being. He was a serious, hardworking, self-educated man who was the author of several volumes on theological subjects. His signature is large with shaded letters, bold, forthright, and carefully written. Here is a man of strong convictions and a tenacious faith. Silas Comfort had entered the ministry in the circuit riding days two years before the Oneida Conference had been organized. "Studying largely on horseback, reading by torchlight, conning his lesson amid confusion of families, rising to his task uniformly at 4 A.M., winter and summer, and to prevent failure at this point, habitually carrying his own candles snugly stored in his valise, the dead languages, science, general literature, Biblical criticism, and systematic divinity were thoroughly explored by him, and made tributary to the high purposes of his profession." Previous to his appointments in the Oneida Conference, he had spent seven years in the Missouri Conference. During the 1841 sessions of the Oneida Conference a resolution was passed which invited Silas

Comfort "to transfer to and unite with the Oneida Conference" because "we have strong reason to believe that the climate would be more congenial to the health and happiness of our beloved Brother . . ." However, his desire to transfer may have also been motivated by his views on slavery. During a church trial in Missouri over which he presided, Dr. Comfort had permitted an honest, reliable negro member of the Church to give testimony against a white man. This was in opposition to Church practice in the slave states. When the Missouri Conference censored his action, Dr. Comfort appealed his case to the General Conference in 1840. The General Conference further irritated the Southern members by removing the censure. (In 1844 the Methodist Church South definitely broke away on the slavery issue.) Thus this first secretary of the Board of Trustees was a stubborn, conscientious, devoted Christian. His faithfulness in attendance upon his tasks was a measure of his stern sense of duty.

The meetings of the Board were held in the West side homes of Silas Comfort, Lucien S. Bennett, and Thomas Myers (the "stone house"). These meeting places were close to the site of the building and concerned with the practical problems such a project raised. Through the routine record of Trustee decisions the reader can follow the job from the breaking of the ground "thirteen feet northwest of a line parallel with the front of the church" in January to the final provisions for furnishings, for a bell, and other accessories on September 7th. By April the shell of the building must have been completed, for the contractor was pressing for cash payments and the Trustees decided to ask subscribers to pay half of their pledges.

Only two of the eight Trustee meetings before Conference in 1844 were attended by all the Trustees, that is by the two lay members from Wilkes-Barre, Sharp D. Lewis and Lord Butler. One of these meetings was that on April 25th when the most important questions of a principal and a preceptress were taken up. We do not possess the correspondence involved in the choice of a principal. Silas Comfort was aided in the matter by David Holmes and they were directed by the Board to hire a room or some space for the secretary's work. The Trustees made a list of six names in the order of preference. Reuben Nelson was the fourth choice on this list. The orator of the 1843 Oneida Conference in Wilkes-Barre who had made a stirring plea for a Seminary in the Valley—Robert Emory—was the first choice. He was the son of one of the great bishops of the Church. In 1842 and 1843 he had been president pro-tempore of Dickinson College, at which institution he was a regular faculty member. In 1846 he was elected president of the college. James G. Blair was the second choice. He had graduated from Wesleyan College the previous year with such a good record that he had been teaching at Wesleyan in the winter of 1843-1844. The third preference was George Peck who had first urged the establishment of a Seminary on the West side in 1839. Nelson Rounds, the fifth choice, was a serious, hard working Oneida Conference preacher. The last on the list was Charles D. Burritt, later a famous name in the Church and associated with tragedy because of his early death. In 1844, however, he was still at Wesleyan where he had been studying the Natural Sciences. His lack of preparation in the classical languages made him ineli-

gible for the B.A. degree. He tutored at Wesleyan and studied privately the required authors so that the degree was conferred in 1845. The reason for the inclusion of his name can be found in this sentence recommendation which suggests the standards set by the Trustees: "He was noted for his attention to his duties, thoroughness in scholarship, and regularity in behavior."

What response the first three made to the Secretary's invitation we can only guess. In fact we would not know that Reuben Nelson came to Kingston for an interview at the expense of the Trustees if the latter had not been slow paying the bill. On July 2nd Reuben Nelson's letter of acceptance was read to the Trustees. Two or three weeks later he was on the job.

The Trustees had two names listed for the position of preceptress in order of preference: Ruth Ingalls and Louise Eastwood. Both women were resident in the valley and both conducted schools. Miss Eastwood's school was a rival for the new Seminary. It was called "Young Ladies' Seminary" and was located on River Street near Market Street. Besides the regular science, English and ancient language studies the advertisement noted, "French, Spanish, and guitar taught by a Frenchman, Mons. Preot." In addition accordion and piano lessons were offered.

Miss Ingalls was in charge of a "select school" which met in the Methodist Class Room on Main Street in Kingston. This small primary school had been established by William Round in 1838 or 1839 at the time when he was senior preacher on the Wyoming charge. This school continued up until Miss Ingalls became the first preceptress of the new Wyoming Seminary. By August 7th the Trus-

tees advertised the opening and gave the names of the principal and preceptress. Board and room for young ladies could be secured under the supervision of Miss Ingalls, the paper added.

As soon as Reuben Nelson had arrived in Kingston and assumed his duties, there was clearer direction; details in the management of a school appeared in the Trustees' Book which no one had thought of before. Now the principal could represent the Trustees on the job as many hours as were necessary, in a day. He had had experience in managing an academy.

There are many unanswered questions in regard to the young principal and his Board in that first summer of 1844: When he came to Kingston to consider the job, how many of the Trustees did he meet? What questions were asked? What impression did he make? Evidently he did not wait for the final decision of the Board, but they waited for his final decision. After he had seen Kingston and knew the circumstances surrounding this venture in Methodist education, what led him to accept? Did his wife or her family play a major part in the decision? The record of resolutions and discussions gives no clue to the manner of man he was at twenty-six. His story up to 1844 can be briefly told.

He was one of a large family born in the village of Andes, N. Y. This was and is a farming community located in the hill country about half way between the two sources of the Delaware River. (The North branch rises at Delhi and the South branch in the area of Margretville.) It is a small community of less than 400 at an elevation about the same as that of Hazleton, Pa. Here Reuben

Nelson was born on December 18, 1818. Then there is nothing more until the great crisis of his youth which determined his choice of profession. He was working in Morris, N. Y. Since he was eager for an education, necessity must have led him to a job in Hargrave's factory. This factory, which was established in 1833, was one of many cotton factories that sprang up in that section of New York state in the 1830's and 1840's. Today a modern plant (Linn Manufacturing Co.) stands in Morris, on the site of the pioneer mill. Hargrave's factory burned down in about the year 1855.

Reuben Nelson must have taken a job at the mill shortly after it was opened. The accident, which occurred on this job, gave the boy the chance he had hoped for. ". . . It was here he lost his arm by being caught in a picker." (A cotton picker consisted of a leather belt with metal teeth in it which cleaned the cotton preparatory to use.) How great a crisis this was in his life, he told Bestor Payne in later years. Mr. Payne wrote, "I was very sick with every prospect of being a cripple for life. Looking at me with that expression so full of interest and sympathy, he said, 'Cheer up, my child. Don't get discouraged. It will all come right yet. I well remember the day my arm was hurt. I was crying very hard. My father said, 'Don't cry so hard, Reuben.' I said, 'I am not crying about my arm.' 'What are you crying about then?' he asked. I answered, 'I am crying for fear if I lose my arm, I will not be able to make a living.' But I lost my arm and have been able to make a living too. God has taken care of me and he will take care of you even if you should be a cripple.' It encouraged me then, and ever since in a thousand emergencies the encour-

aging words, 'God will take care of you,' have prompted me to struggle on and through."

The nearest theological school of repute was Hartwick Seminary. Here he had an opportunity to enroll as a student.

"He had wanted an education before this time and been unable to obtain it. One of his first remarks (after he lost his arm) was that now his friends would have to help him gain an education."

At the same time he entered the work of the Methodist Conference. He was licensed as an exhorter in the Oneida Conference in 1835 before his eighteenth birthday. William Round who was a preacher on the Otsego Circuit later wrote, ". . . and not the least among my soldiers was our young exhorter (Reuben Nelson), never behind in duty before the few or many, among the factory hands or the students of the Lutheran Theological School. When I nominated him once for the secretary of our Quarterly Conference, an honor he had never received before, one of the stewards objected, 'He has but one arm.' 'Never mind,' said I, 'I'll risk him if he has but one arm.' In all his succeeding promotions . . . I have never felt disposed to recall those words." William Round may have suggested Reuben Nelson to the Wyoming Seminary Trustees, for when he was senior preacher on the Wyoming Circuit in 1839-1840 he must have known the men who became lay Trustees.

When Reuben Nelson had completed his course at Hartwick Seminary, he was admitted in 1840 to the Oneida Conference and sent out as the third preacher on the Otsego Circuit working with two older men, Martin

Marvin and William Bixby. The following year he served on the Westford Circuit with Martin Marvin and Augustus Brown. It was during this period he did some teaching in the Otsego Academy, and finally served as the acting principal.

The year, 1842, was a year of destiny for Wyoming Seminary: That year Nelson L. Sprague married Laura Ann Spencer. That year produced the first written promise of the proposed school. It was likewise the second turning point in the life of the young preacher and teacher. Just before the annual session of the Oneida Conference which accepted him into full membership, he was married. This romance which gave Reuben Nelson a companion and associate, also brought to the Seminary its first art teacher. The two years on the Otsego and Westford Circuits had brought him into the Eddy family circle. The Reverend Mr. Marvin, the senior preacher on the Otsego Circuit, was married to the oldest daughter of Colonel Asa Eddy of Milford, N. Y. He had married in 1824 Miss Sarah Eddy, "a very intelligent and deeply devoted lady."

She had a sister, Jane Scott Eddy, some fifteen years younger, who was attracted to the energetic young minister. She was a member of this Methodist family who were making a real contribution to Methodism. Her father, Colonel Asa Eddy, was a pioneer in Milford, N. Y., where he had developed a tannery business and was one of the original members of the Methodist Church in Milford.

Not only had his eldest daughter married Martin Marvin but his son Lyman Eddy, who was a member of the Oneida Conference, was stationed nearby in Cooperstown in that year, 1842. Later in the 1840's another

daughter, Caroline, married the Reverend L. E. Rowe, son of the Reverend H. F. Rowe, also members of the Conference. This association with an outstanding leader and with other preachers of the Conference must have had much to do with determining Reuben Nelson's thought and action in his chosen work. The Reverend William Bixby wrote of Martin Marvin, "Brother Marvin possessed a clear head and a sound judgment. He was a keen observer of men and things. As a preacher he was always lively and interesting. . . . He was concise, clear, and logical, delighting himself in detecting and refuting the fallacies of those in error. . . . At times he was very impressive." Such a personality would challenge the young preacher and guide him in his formative period.

Also the home of the prominent Eddy family was open to him where he found a congenial and religious atmosphere. Asa Eddy was born in Northbridge, Mass., and later on moved to Hoosic in New York State where he began a tanning business. There all his children had been born. Before 1824 he had opened a tannery in Milford. This Eddy family, descended of the pioneer Eddy stock from Plymouth, Mass., was bound by still another connection to Wyoming Seminary. Mary Eddy, another daughter, married a Joseph Russell of Milford, New York. One of the daughters of this marriage, Jennie Russell, became an art teacher in the Seminary after her aunt, Jane Scott Nelson, had given up teaching in 1865. Here she met Levi L. Sprague, whose wife she became.

The marriage of Reuben Nelson and Jane Scott Eddy had taken place in the town of Milford on July 28, 1842. In August the Oneida Annual Conference accepted the

recent bridegroom into full membership and appointed him principal of Otsego Academy. With all the energy and spirit he possessed, Reuben Nelson entered into the year's work, teaching and preaching. Then the partial paralysis of his vocal organs had brought the year of relative inactivity.

To have started out with high hopes, with the responsibility of a home, and then to face the complete frustration of his plans must have been a severe trial for Reuben Nelson at twenty-five. This was a test of faith, of courage, and of patience. For the second time, mastery of a physical handicap was the step to a new opportunity. Even before the year of inactivity was over, he was tutoring prospective college students in the classics, Greek and Latin, at the Franklin Academy although he was not able to speak above a whisper. By spring, however, he had recovered the use of his voice sufficiently to seek a new position in Kingston. In this unexpected manner, Reuben Nelson and his wife left Otsego County that August, 1844, not to return, but to aid in establishing in Kingston a monument to their hard work, their zeal and vision, their courage and faith in adversity.

Reuben Nelson came to Wyoming Seminary with some experience in Academy teaching and management. More important than this brief experience, however, was his triumph over natural handicaps and personal disaster. Surrounded by the influence of men like Martin Marvin and Col. Asa Eddy, he had deepened that true faith in God first found as a resource in the black hours of defeat, and had determined to spread the Gospel not only to the students but to their elders as well. He had tenacity of pur-

pose, a toughness of mind, an understanding of men and of difficult situations equal to the emergencies ahead.

When the Oneida Annual Conference met in Ithaca the last of August in 1844, Reuben Nelson was no longer relegated to the super-annuated list but was appointed to the Board of Trustees and to the principalship of the new Seminary in the Southern part of Oneida Conference.

CHAPTER IV

The Charter is Illegal

EVEN the process of incorporation was beset with a trap. Only after several years of operation did the Trustees discover their Charter was not valid, and then the discovery was accidental. No act of the body corporate was legal, for no legal corporation existed. Some of the pieces in this puzzle are still missing but the Oneida Conference papers reveal both the manner in which the illegality was discovered and part of the reason the mistake had been made. The story of the legal right of Wyoming Seminary to exist began in this way:

When the year 1844 opened, the Trustees in their January meeting provided for a legal incorporation. Thomas Myers sought the advice of his friend, Chester Butler, the local representative in the lower House at Harrisburg. The reply from Harrisburg was dated February 3, 1844. Mr. Butler wrote, "Your course of proceeding is to draw up your petition stating what you want, and have it signed by those interested,—send it to me and I will present it to the House. At the same time send on a Bill drawn up under the direction of those who best know what provisions are proper to be incorporated in it. This can be done much better by yourselves than by anyone here,—if you do it yourselves, you cannot complain if it does not suit you afterwards."

This advice was not followed. Probably when they consulted legal opinion to draft the Charter Act, the committee was advised that a special Bill was not necessary. On February 15, 1844, a motion was adopted to reconsider the above application, and instead . . . "to make application to the Court for the above object." Whereupon . . . "the President of the Board was appointed a committee to obtain draft of a charter to be laid before the Board with a view to its presentation to the Court." By April 9th the charter was written, for on that day it was read to the Trustees who adopted it and authorized the President "to present the above copy of the Charter to the Court at its present session for inspection, approval, etc."

The application was made on the 11th of September "to the Court of Common Pleas in and for the County of Luzerne . . . for a Charter of Incorporation, under the name and style of 'The Wyoming Seminary of the Oneida Annual Conference of the Methodist Episcopal Church of the United States' to be located in the Village of Kingston, Kingston Township, Luzerne County, Pa., for the purpose of education; and that said application will be considered at a Court of Common Pleas to be held in Wilkes-Barre on the first Monday in January A.D. 1845, where those interested can attend if they think proper.

By Order of the Court,
A. Bedford, Prot'y"

The application was filed on September 16, 1844 and the above notice (dated December 10, 1844) was published in Sharp D. Lewis' "Wilkes-Barre Advocate" . . . for and during the term of three weeks previous to the first Monday in January." The application was duly ". . . recorded

in the office for recording Deeds etc., in and for Luzerne County, in Deed Book No. 41, Page 390 etc., the 19th day of April, Anno Domini 1845."

This should have been the end of the matter of the charter. However, in the Annual Session of the Oneida Conference of 1847, a question was raised as to the number of Trustees provided for in the charter. No one present knew the number. The Conference requested a report of the charter provision in the next Conference. As a result, at the Trustee meeting on July 11, 1848, this resolution was adopted:

"Resolved, that Lord Butler, R. Nelson, W. C. Reynolds be a committee to investigate the charter and to recommend to the Annual Conference the election of the Trustees pursuant to the provisions of the Charter."

No final report could be made to the Conference, for the committee had discovered that there was more than uncertainty over the number of Trustees. Indeed when the Board met on September 27th, the committee . . . "asked for further time." The December meeting in 1848 found the Charter committee still unable to give a full explanation.

"In consultation with eminent legal counsel, it has been conclusively ascertained that the charter was radically defective in other respects than this alleged ambiguity." According to the statutes of Pennsylvania in the 1840's, the appointment of Trustees to any school within the state had to be by citizens of the state. Also the Trustees must all be citizens of Pennsylvania. The Wyoming Seminary Charter was granted by the Luzerne County Court, under the Pennsylvania statutes. The difficulty was that this

Charter so granted provided for the appointment of Trustees by a body of men (Oneida Annual Conference) some of whom were citizens of New York State, and some of whom were citizens of another state residing for a time in Pennsylvania. In addition the three members of the Board of Trustees (the ex-officio members) might be one or all citizens of another state since they served only one or two years on a charge. To be eligible for citizenship in Pennsylvania required one year's residence within the state. "Consequent upon the defects of the Charter, . . . whatever was done either by the Conference or by their Trustees lacked the protection and sanction of the law."

Lord Butler evidently reported the above to the Board at the May 8th meeting in 1849 as stated in a letter from Judge J. N. Conyngham (which has been lost). The minutes then continue, "It appearing thus that the charter was defective and void, it was—

"Resolved; That the same committee be requested to prepare a charter for the Wyoming Seminary to be presented to the Legislature of this state, at its next session, for our incorporation and also to invoke the interposition of the said legislature to legalise our past acts as Trustees."

However, this was not all of the blundering. In early December the Board added Ziba Bennett, as Associate Judge on the County Court, and the Reverend T. H. Pearne to the Charter Committee. At the last Trustee meeting of the year 1849, Ziba Bennett made a report in which he stated that ". . . through the investigation of the Committee on the Charter, that the same had never been recorded. . . ."

Because of the special character of the Seminary's links

with the Oneida Conference and because no action of the Trustees was legal . . . "immediate measures were taken by us, to obtain a *special charter from the legislature of the state*, providing for the appointment of twelve Trustees." The Bill ". . . to establish the Act of Incorporation . . ." made the Charter legal from the beginning . . ." as if said Act and Decree of Incorporation had been thus made and established by an Act of this General Assembly . . . , "and likewise made all the previous acts of the Board ". . . legally binding and valid, any defect in the said Act and decree of Incorporation, to the contrary, notwithstanding." The General Assembly at Harrisburg passed this Bill on February 12, 1850 and ended the question of the legal right of Wyoming Seminary. The Trustees on July 11th of the same year authorized Ziba Bennett ". . . to procure and pay for the Charter passed by the late legislature." A resolution was adopted at the November meeting expressing the Board's gratitude to Judge Conyngham ". . . for his services in procuring the amended Charter of the Wyoming Seminary."

One of the points little understood by those interested in the school is the nature of the legal connection the Wyoming Seminary has with the Wyoming Annual Conference of the Methodist Church. The Charter makes clear the non-theological purpose of the school, the powers of the Trustees, and the authority of the Conference. The following quotations from and paraphrases of parts of the Charter will clarify these powers and relationships.

This paragraph which is a preamble to the Articles of the Charter states the aims or goals of the incorporation: "The objects and purposes of said Association are and

shall be, to promote the Education of Youth in the English and other languages, in the useful arts, in the sciences, and in literature, by owning and controlling such building or buildings, employing such principal, professors, and teachers, and establishing such Rules as may be necessary thereto."

In the original Charter provision was made for nine Trustees; however when the Charter was enacted as a legislative Act, the number of Trustees was increased to twelve. In the Second Article the ". . . Conference may proceed to nominate and elect by ballot or otherwise, nine (later twelve) respectable and suitable persons as trustees, at least five of whom shall be members in good standing of said Methodist Episcopal Church of the United States." The Trustees were to be "a body politic and corporate . . ." that has ". . . perpetual succession, and shall be able to sue and be sued, plead and be impleaded, in all the courts and elsewhere; and shall be capable in law and equity, to take and hold, to them and their successors, for the use of said Seminary, lands, goods, chattels, and money of every kind whatsoever, by gift, grant conveyance devise, or bequest etc. . . ." The Trustees were divided by lot into three classes . . . "the terms of office of the first-class shall expire in one Conference year—and those of the second and third-class in two and three years respectively." As has been mentioned before, there are three ex-officio members of the Board: the district superintendent of the Wyoming District, the pastor in charge of the Kingston First Methodist Church, and the pastor in charge of the Wilkes-Barre First Methodist or Franklin Street Church.

The Third Article provides that the Board shall elect "a President, a Secretary, and a Treasurer from their own number, to hold their office for one year." The Board had resolved to make the principal an ex-officio member but this was not included in the Charter. There was no provision for a vice-President on the Board until an amendment which was added in 1902. However, such an officer was always elected by the Trustees each year. These Trustees have all authority to make whatever rules and regulations necessary ". . . for the well-being and good government of the corporation, not being repugnant to the Constitution and laws of the United States, or the Commonwealth of Pennsylvania." Any death on or resignation from the Board between sessions of the Annual Conference of the Church can be immediately filled by an interim appointment by the Trustees themselves. Five members constituted a quorum until the adoption of the 1902 Amendment which increased the quorum to seven. The lay members of the Board of Trustees are nominated by the Board previous to the Annual meeting of the Conference; the Conference then formally elects the nominees. The three ex-officio members are the appointees of the Conference to their respective charges. The Principal (President since 1890) is the choice of the trustees. Since the school is a non-profit corporation there are no owners except the Board of Trustees.

For many years the catalogues always included along with the names of faculty and Trustees, a list of visitors, who in the early years fulfilled a very real function. They attended the exhibition and oral examinations at the close of the last term in late June or early July. Frequently a

report by one of the members of the committee was published in the local papers. They were a means of advertising the excellence of the school. Dr. Nelson concentrated on this phase of the school's work and made of "Seminary Week" a gala occasion. Members from other Conferences such as the Baltimore Conference were included. Occasionally the membership of the Board of visitors was discussed by the Trustees. . . . It was a kind of liaison group to maintain contact between Conference and the school. Article Four of the Charter provides:

"The said corporation shall be subject to the visitation and examination of visitors to be appointed by the Oneida Annual Conference of the Methodist Episcopal Church of the United States." Although Conference visitors have made their reports in the present day, the visitors no longer fill the role of critics and guardians of the Church discipline they once did.

The First Amendment to the charter following its final legalization by the state legislature was the change in the corporation name required by the division of the Oneida Conference into two annual conferences. The Oneida Conference had been carved out of the old Genesee Conference in 1832 at a time when much of the area was still sparsely settled. By 1851 this had been changed by the rapid development of the country. The Committee on the division reported favorably arguing that business could be managed in a much shorter time and more efficiently. There were only three Conferences left that were larger than the Oneida. After the report, the Conference passed a resolution recommending the division to the General Conference in its regular quadrennial session in 1852. The

resolution included the provision, "The patronizing line for Cazenovia Seminary and Wyoming Seminary . . ." to be same as before. Then another resolution was passed that the "Southern portion be entitled 'Wyoming Conference.' The Northern part remained the Oneida Conference until 1872. The name of the Southern portion was suggested by the Reverend William Round." George Round wrote, "One of my earliest recollections is of his (William Round) urging the division of the Oneida Conference and the naming of the new part . . . 'Wyoming.' I recall that Dr. Paddock and others favored 'Susquehanna.' " Thus: "An Act of the Assembly approved the eleventh day of April, 1853, the name and title of said Seminary was duly and regularly changed, to that of 'The Wyoming Seminary of the Wyoming Annual Conference of the Methodist Episcopal Church."

In 1902 (2nd of June) the Luzerne County Court of Common Pleas made "amendments and alterations" in the Charter which increased the number of Trustees to twenty-seven, added a vice-president to the officers provided for the Board, and increased the quorum to seven.

Nearly forty years more passed before another alteration in wording became necessary. In November, 1939, the Trustees took action to change the legal title in conformity with the name of the United Methodist Church. A resolution was adopted which altered the name of the school from ". . . Wyoming Seminary of the Wyoming Annual Conference of the Methodist Episcopal Church" to read, "Wyoming Seminary of the Wyoming Annual Conference of the Methodist Church."

Thus the Charter which is the legal guarantee of the school's life and purpose has been brought up to date. What changes the second century may require, no one knows, but this brief document remains a barrier to the tyranny of regimentation. It is, in its way, a symbol of our American heritage.

PART II

The Period of Reuben Nelson

1844-1872

CHAPTER V

This was Wyoming Seminary 1844-1853

1. How they traveled to Kingston

THIS institution has one of the most desirable locations that could be selected in the Wyoming Valley. Kingston is a quiet, pleasant and salubrious village, one mile west of Wilkes-Barre and accessible by daily stages from all parts of the country." In this terse manner the early catalogues describe a far different valley than we know and an era in which life moved far more slowly and simply. Coming to Wyoming Seminary in 1844 was a real adventure in space and time. "With the blast of the driver's horn and the crack of his long lash," the mail stage careened by in a cloud of dust over the rough weathered toll roads that led in and out of the valley. "There was something exhilarating in the sight of those large four horse coaches as they rolled into town," a contemporary wrote.

The hours of arrival and departure were not especially convenient, and the jolting stages would offer little chance for any rest. The coach from Northumberland left Shickshinny at 1 A.M. "The road runs through two mountains, and is covered with loose stones, which throw the stage

up and down in a manner that is really scandalous—in fact, I was tumbled from one side to the other continually from the time I started. In coming around the hill above Wilkes-Barre, I noticed that the road was very dangerous, being too narrow for two vehicles to pass, and running along the edge of a bank, quite sufficiently high to have knocked the stage to pieces in short order, had it been unlucky enough to pass over." (The road is still called the "Narrows" on the way to Plymouth.) This coach arrived in Wilkes-Barre at 6 A.M.!

A student from Brooklyn, Pennsylvania, wrote to his friend at home in May, 1848, "You are probably aware that we left Brooklyn on the afternoon of Tuesday, the ninth of May. We came down the turnpike as far as old Bacon's that evening. There chanced to be a chap there who had one of the best violins and he gave us a few of the best tunes, before we retired. The next (Wednesday) morning we started off bright and early and had enjoyed a very pleasant drive to the beautiful village of Wilkes-Barre where we arrived the same afternoon at about six o'clock."

Reuben Nelson's expenses in the first term included a trip to Boston, Massachusetts, ($34.06) to purchase the philosophical apparatus and then to Troy, New York, ($5.50) to purchase the bell. The regular route to New York City was by stage coach to Easton over the Wilkes-Barre and Easton Turnpike. The opening of this road had already accounted for an increase in population and in trade. When the traveler reached Easton, he rode on the Somerville railroad. The charge was $5.00. The route was from Wilkes-Barre village out Northampton Street,

up the mountain by Prospect Rock to Bear Creek, then across the Poconos down through Wind Gap to Easton. In 1844 the Wilkes-Barre Advocate was advertising: "Fast United States Mail Line. Philadelphia and Wilkes-Barre. Through in one day." In one day meant starting at 7 A.M. from Philadelphia on the Philadelphia and Reading Railroad to Tamaqua. From the latter town a "four-horse Post Coach" came to Wilkes-Barre through Hazleton by the "state road" and arrived by the schedule at 11 P.M. However to travel from the Seminary to Philadelphia required an overnight stop at Tamaqua. In one of his letters James Ashley wrote, "Ed, if I had time and space and patience, I would give you a description of our ride from Wilkes-Barre to Tamaqua in the old stage and from Tamaqua to Philadelphia in the steam wagon, but I have neither; and as I have related to you the most interesting (to me) part of the trip, I think it not worth while to expand on the subject, suffice to say we left Wilkes-Barre at three o'clock on Thursday morning last and traveled on that day thirty-eight miles in the stage and a hundred in the steam wagon and arrived in Philadelphia at five minutes past five o'clock the same day."

The trip to and from Wilkes-Barre by packet boat was not as rapid although these boats seem to have been crowded. A canal passenger boat left Wilkes-Barre every morning for down the river, a forty-eight hour trip to Philadelphia in 1844. The Lehigh Coal and Navigation Co. operated a train from Wilkes-Barre to White Haven where the canal boats had their terminal. The train consisted of a "bright red car the size of a trolley car" drawn by two horses which left the depot at the junction of West

and South River Streets. The horses drew the car to the Ashley Planes; from Mountain Top to White Haven a locomotive completed the journey. The horn of the canal captain at the bridges under Northampton Street, Main Street, etc., was a familiar sound especially if a tune were played on the horn. The horns could be easily heard on the West side in the still mornings.

Wilkes-Barre in the 1840's was the County seat with a population of less than 1800. One traveler described it as "the loveliest village of the plain" with its neat spires and comely white houses . . . Wilkes-Barre . . . is elegantly situated on the eastern bank of the river. It is laid out . . . with streets crossing at right angles, and a circular in the center for the Court House and other public buildings. The town is old; but the houses being mostly frame, and kept neatly painted white." Another visitor wrote, "Wilkes-Barre is a very beautifully built village, settled altogether by Yankees, who have built it in real New England style. The houses . . . handsomely ornamented with pillars etc."

The wholesale business section flourished by the banks of the canal which ran along close to the present Pennsylvania Avenue. The canal continued from the present Laurel Line Station to the Redoubt or Canal Basin where the Court House is now. From the Basin the canal boats passed through a lock on the trip up the river.

The student or visitor after his arrival in Wilkes-Barre crossed the river on "the old covered bridge" paying his bridge toll at the toll house on the Wilkes-Barre shore. For day students from the eastern bank there was a two cent pedestrian charge; a one horse team cost thirty cents and a two horse team, fifty cents. At the close of

the first term in 1844, the Trustees chose a committee "to consult the Bridge Co. to arrange for terms per quarter for students living in Wilkes-Barre." When the school had an omnibus later, there appears to have been an annual charge of $5.00. After crossing the bridge, a narrow dirt road stretched across the wooded and grassy flats to the village of Kingston.

Since rafts were common on the Susquehanna a century ago, more than one student may have come to the Seminary by that route. When Jane and Henry Harrower came to the Seminary in the early 1860's, ". . . they were rafted down the river by their older brother, Gabriel, from Lindley, New York. Their father had a saw mill there." This latter explains the raft since that was a common method of sending lumber down the river. "In 1849 over 2,000 rafts floated past Wilkes-Barre." "Shank's mare" was one of the most common methods of coming to school. "The students came on foot every morning with their dinner pails from such villages as Wilkes-Barre and Forty Fort." Students from Plymouth, Nanticoke, Wyoming came every day on foot. This portion of the diary of a student who attended the Seminary in 1846 and 1847 reveals not only the common practice of walking, but also the conditions for boarding in the early days, not to mention the importance then as always of tender sentiments. Benjamin M. Hall of South Eaton, across the river from Tunkhannock wrote:

"Father never attended school but three months; it was in the winter and he wore linen trousers and he had no drawers. I remember his saying not long before he died,

'How woefully ignorant I have been. There was no Wyoming Seminary for me.'

"When I was about seventeen years old, my sister, Elizabeth, and I were taken to Wyoming Seminary. We boarded two weeks with an old maid who had other student boarders. At the end of that time on Friday night after school, I walked home twenty-five miles. I had spent two weeks of my life without eating too much. The boarders were all girls but myself. I got home at midnight. Our folks were up. They had company. The next Monday father took me back with plenty of food and hired rooms for us. My sister did the cooking. We had plenty to eat. The cooking was not first-rate but very well done for such a little girl. It was not hard to take when we got hungry." (Complaints about the food the reader will notice began before there was any boarding department that served meals connected with the Seminary.)

"The next winter we went back and occupied the same rooms. They were in the upper part of a little house. When we got there, we found the lower part occupied by your mother (Asenath DeWitt) and her brothers, Jacob and Benjamin. This was the first time I met your mother to speak with her, but I had seen her at church. She came to the gate when we drove up to welcome us and as she turned to go to the house she tripped and fell. We were in the same classes and often prepared our lessons together.

"By the time the term was ended we were quite well acquainted. I regarded her as a big girl and myself as a little boy. She had a beau and I was not old enough to be

a beau. That was how it stood when we all went home in the spring.

"The next winter my sister and I went back to school. We had better and other rooms this time." But this term Asenath was no longer at the Seminary and her absence led him to write a letter. At Christmas on his way home he stopped at the DeWitt house which was in Exeter. "She consented to an interview." The Sunday after his return to the Seminary: ". . . I went to see her. I went afoot sixteen miles. I might have hired a rig but did not think it best to invest too much in uncertainties. I proposed a co-partnership for life. It was so sudden that she would take time to consider a matter of so much importance. She told me later that putting off the answer was only a formality. Towards morning she gave me some cookies in my pocket and I started home. . . . From Swetland's to Kingston I got a ride. I went directly to bed and sent word to Mr. Nelson that I was sick. At the appointed time I called for the answer. She agreed to the co-partnership. I went afoot this time, too, for it was still uncertain. The journey did not seem long; every step was a pleasure." The co-partnership began in 1850.

2. That First Term

Of the thirty-one boys and girls registered in the "Seminary proper" (Reuben Nelson's own phrase) on the first day of classes eighteen lived in Kingston Township, thirteen in other parts of the patronage area. George Corey (spelled Cory by the Principal) was the very first student to register in the new Conference Seminary. After he had

completed his education, he became a distinguished citizen of Pittston and served several terms in the state legislature. (The first girl who had registered for the first term was Caroline Knapp of Lackawanna, Pennsylvania.) The first student to rent a room in the Old Seminary building was James K. Lum from Skinner's Eddy. Because of this fact he later presented to the school a collection of animals and birds "to perpetuate his name." Only one, James Sweet, came from outside Pennsylvania; he was a native of Milford, New York.

The primary pupils are not included in the above thirty-one. There is no list of them for the first term. The Primary Department was entirely separate from the rest of the school and the pupils were all from the immediate vicinity. Indeed the original plans had provided for the entrance to the Primary room by a door opening in the north wall of the building. It was not until the building had been nearly completed that the Trustees decided to have a door cut from the Primary Department into the Main Hallway.

Those parents living in the Valley who sent their sons and daughters to the first term classes at Wyoming Seminary had the choice of a number of schools in Wilkes-Barre which were in session before the opening of the Seminary. The fall term for most schools in 1844 opened in August near the middle of the month. The Wilkes-Barre Female Seminary had opened on August 18th. This school made use of two rooms in the New Academy building which had just been completed on the side of the center plot now in Public Square.

This arrangement had been made so that the teacher in the Academy could do some teaching in the Female

Seminary because a girls' school had been unable to manage alone and the Academy was in the doldrums. The chief building of the school was located on Franklin Street under the supervision of the Misses Sarah Tracy and Augusta J. Donley. (Ten years later the Luzerne Presbytery adopted the school incorporating it under the present name, Wilkes-Barre Institute.)

There was a Wyoming Seminary for Young Ladies which was managed by a Miss Elizabeth Chamberline. Besides these two schools, there was Miss Louisa Eastwood's "Young Ladies' Seminary" which was described in an earlier chapter. One of the most popular schools in Wilkes-Barre was the "Wyoming Boarding School for Boys." "Deacon" Sylvester Dana operated the school and it was nicknamed "Deacon Dana's Academy." The present Academy Street received its name from the location of the school. The Academy on Public Square was in a building a little over one year old. Although officially named Wyoming Academy, it was popularly called the Wilkes-Barre Academy. At this time it certainly was not a serious competitor.

When the regular program of Wyoming Seminary began on September 26th, there was no bell in the tower of the building to call the students to assembly or to classes. Seventeen boys and fourteen girls entered the chapel for the daily roll call and religious services that first week. The chapel, which was to the left of the main entrance, was a small room about one fourth the size of the present dining room in Administration Hall. There were benches for seats arranged so that girls sat on one side and the boys on the other side. A table, covered with a

little over a yard of green cloth served both as a teacher's desk and as a Chapel pulpit. It stood on a platform and a large table bell was used to call the school assembly to order. Here the youthful Principal faced the first registrants and explained the program of the day and of the first term. These thirty-one boys and girls were enrolled in some fifteen subjects, all of which must be taught by the *two* on the platform, the Principal and the Preceptress, Ruth Ingalls. Edwin F. Ferris, who had charge of the Primary Department, also aided in the school program. The subjects included the classics, modern languages, mathematics, science, English, etc. The largest number registered for one class was eighteen in spelling; the smallest was one student for "Cicero."

Those who attended then felt a closer bond with the Principal, for he was still young (twenty-six years old at the time he came to the Seminary), still relatively unknown with his way to make as they had their way to make. When Reuben Nelson had successfully established the school and his activities had so increased that much of the administration was left in the hands of subordinates, he became more remote. But in those early days he was one of them. He taught them in classes, encouraged the discouraged, and disciplined the unruly.

> "He had peculiar mental powers;
> *You* never knew him. He was ours."
>
> The Dr. Nelson you all knew,
> Was something like him, very true;
> Our youthful Nelson never shirked;
> Nor yours. But yours was overworked."

He was a man who knew his business, who was genial and interesting, who stirred "the soul with high resolve," but who could be stern when indolence or disorder roused his ire.

"No punishment was considered more severe than to have one's name read out before the whole school, accompanied with a summons to meet in his office. . . ."

His assistant in maintaining order and a good school was Edwin F. Ferris, who not only ran the Primary Department but supervised the halls night and morning.

"It was certainly no joke to be caught out of rooms in study hours, by Mr. Ferris, of the Primary Department. He was always around when not looked for, and could ascend the stairway almost at a bound. He always meant business, and when we were caught out, we had *business*."

Reuben Nelson chose his assistants with care so that he could count on their close cooperation. He was a keen judge of character and abilities. Professor E. F. Ferris was a native of Unadilla, New York, and had been persuaded to try his hand at teaching in the Seminary. Reuben Nelson had known him before he moved to Kingston and had sent for him when the need arose. He was an able assistant but the Primary Department never really paid its way. The salary was a constant source of dissatisfaction to Professor Ferris. He finally left the Seminary to go into business with Lord Butler but not before he had found his wife, Margaret Steele, among the early students. Later on Edwin F. Ferris was a Trustee for a number of years. His son became a judge of considerable distinction on the Luzerne County Bench.

Of the first preceptress, who remained only the fall and

winter terms, there is little record. This is the only clue to her discharge of her duties. "The Preceptress . . . guarded her charges with a jealousy becoming her station. . . . The first preceptress was a woman of ability, culture, grace and devotion to God and her precious charges. . . ."

Of those who faced the Principal that first day in Chapel, one was destined to make his mark as governor of Pennsylvania. Henry M. Hoyt was the seventh boy to register in Wyoming Seminary for that first day. One of his classmates wrote of him at that time, "I remember his face was round and his cheeks bulged out nicely." For the first session he was registered for these subjects: Latin Grammar, Livy, Greek Testament, Greek Grammar, and geometry. This was not the usual curriculum of the early student. The majority of them were studying arithmetic, reading, writing, and English grammar, and taking the philosophical lectures. He was preparing for college. He continued his preparatory work into the summer of 1846. Many years later when he held the highest office in Pennsylvania, Henry Hoyt spoke at an Alumni meeting gathered to honor Dr. Nelson. "With much feeling he alluded to his parting interview with Dr. Nelson, when he left the school in 1846 to battle with the world."

Henry Hoyt entered Lafayette College but left when a popular president resigned in a struggle with his Trustees. He completed his college work at Williams College in Massachusetts. By 1850 he was back in the Seminary as a teacher of mathematics. In April, 1851, Henry M. Hoyt registered as a law student in the office of George W. Woodward in Wilkes-Barre.

Another leader of the Pennsylvania bar, Winthrop W.

Ketcham, registered on October 1, 1844 for Virgil, Livy, French, and geometry. He was no longer a school boy but a young man of twenty-three, almost the age of the Principal. He had been the last teacher in the old Academy in Kingston which had ceased to function before the opening of the Seminary. He was ambitious and a hard-worker. At the close of the first year in June, 1845, he is credited $3 for painting tables for the student rooms and $2.87 "for glassing cases in the Laboratory" and "staining and glassing the case for minerals." His first teaching job at the Seminary was in the latter part of the winter term when he received $2.63 "for teaching Mrs. York's classes part of term ending March 19, 1845. He received $5.50 for teaching the spring term. Some of the money he earned his second year at the Seminary was paid on the bill for his brother, Lewis Ketcham. Winthrop Ketcham continued his teaching at the Seminary until the summer of 1848. In 1846 he accepted the arrangement whereby he taught half a day and took charge of the halls night and morning for $60 a term. One can easily conjure a romance with Sarah Urquhart in a class he taught. She was a Seminary student during the terms of the year 1846-1847. In September 1847, Winthrop W. Ketcham married Sarah Urquhart. He then left the Seminary to teach in Girard College in Philadelphia. However, two years later he was admitted to the Luzerne County bar, and rose rapidly in his profession. He served as a member of the state legislature, then in the United States House of Representatives, and finally at the peak of his career he was appointed to a judgeship on the United States Circuit Court bench. His law office was on Market Street, Wilkes-Barre.

For a number of years he lived across the street from the Seminary.

Although it was the aim of the Principal to make the classics, and natural science and mathematics the important subjects of study, the large registration was in the basic subjects: thirteen of the boys and four of the girls took arithmetic; nine of the boys and two of the girls were in the English grammar class, with twelve boys and four girls in the penmanship class, and twelve boys and six girls in the spelling class. The Natural Philosophy in which the apparatus was used had twelve boys and three of the girls in the class. "Then there was a 'very superior appartus' whereby a dozen students could feel a twinge of electricity at once." Six subjects were the largest number carried by a boy in the first term, and no girl had more than five subjects. Two of the girls were registered in singing which must have been included in the schedule of the Preceptress. There were no credits to conform with the present system. The student usually received a grade of 100% or in the 90's. After dark the students studied by tallow candles or camphrene lights. When cooler weather came, the boys rooming in the Seminary building burned hemlock sticks of wood in the stoves. Hours for recreation were brief and there were no organized sports, of course. Picnics, swinging "by the aid of long ropes," hooprolling —these were recreations of the early period.

3. The Eddy

Those who wrote of Toby's Eddy usually became lyrical. The Eddy belonged with the corn and wheat fields of

Plymouth and Kingston village, with the "narrows," with the stage coach and the canal packet boat. There Indian relics were still found, for the natural surroundings had been little disturbed since the white man came. It was "Kingston's playground and picnic ground and place of almost daily resort on the part of the young people in warm weather." A boy who attended the Seminary in the 1850's wrote many years later, "The students of those days who are still living have forgotten their conjugations and quadratics but none of them have forgotten 'the Eddy.' " It was ". . . a very beautiful peninsula of considerable extent at the junction of Toby's Creek and the River, a little south of the present Woodward colliery. Beautiful greensward, many splendid stately trees and a fine bathing beach combined to make an ideal spot for the pleasure and entertainment of all who caught its sylvan shade." Another early student wrote, "in its day, the Eddy was the most beautiful spot in Pennsylvania. Nowhere else could have been seen such beautiful, mossy rocks, such limpid water as trickled down from the spring; such grand and picturesque trees. There were maples and buttonwoods and water birches. . . ." The above quotations were from older men writing their recollections many years later but a student who had just finished his work at the Seminary wrote upon a visit, "we soon arrived at the Eddy which, in the spring you know to be a most lovely place."

From the beginning of the Wyoming Seminary there were picnics at the Eddy. There is a poem written by Sarah W. Tompkins, a student from Pittston, and an assistant teacher in the Primary Department, which describes a

picnic that probably took place that first Spring Term in 1845. The poem was called, "Pick-Nick Parody."

"By trees and bushes fast arrayed
Each student drank his lemonade,
And sat down beneath the shade
To list to music's melody."

Games were played and impromptu speeches were made. After a pleasant afternoon of some serious and some lighter entertainment, they finished their lunches and sang their songs.

The picnickers then broke up, some hurrying up through the cool sweet smelling woods, their footsteps slowed and their voices subdued by the shaded dignity of the great trees. A few loitered to delay the return and hindered the boat in its getaway. Finally they, too, disappeared within the deeper twilight of the woods.

"But far behind was left poor
Lum
To ply the oars most skillfully."

The rippling flow of Toby's Creek on one shore and the steady lapping of the River on the smooth pebbles filled the first hush of evening with a pleasant peaceful rhythm. The bark of a dog or the lowing of cattle came as from a great distance. Then a bell rang, the Seminary bell, a clear tone with a deeper note given by the distance, as though heard between waking and sleeping. The fireflies took possession of the Eddy. There came ". . . the pleasant and oft recurring sound of the boatman's horn miles away, wafted across the river and giving signal to the keeper of

the outlet lock to make ready for the passage of boats in and out of the canal."

The custom of relaxing and playing at Toby's Eddy came to be a regular part of the Seminary life. In the '50's the Glen still preserved that sense of timelessness which is so much a part of school memories. "A walk to the Eddy was the event of the week. When Dr. Nelson announced 'we will walk to the Eddy after school' there would be a cheer and a rush. Two or three willing shoulders bore the heavy rope of the swing, which was kept by the Janitor in the Seminary. At the start the teachers walked decorously with their charges, Swetland by herself; but when the narrow, tortuous path was reached, the order gave way, shyness disappeared, and fun and rollicking laughter broke the stillness. To climb the two trees and attach the heavy rope to the hooks prepared was the work of the most stalwart, and those who did it were heroes of the day. The young ladies, who were called girls, carried 'grace hoops' which were used with a skill and dexterity equal to the best gymnasium exercises today.

". . . There was Dr. Nelson usually so serious and stern, leaning against a tree with many a laugh and jest with Professor Y. C. Smith; there was Professor Westlake with a jolly beaming face, pulling the rope swinging two young ladies. There were Miss M. and Miss R. tossing a grace hoop back and forth with a grace and accuracy which led to a living picture. . . ."

Never did any other place fill the role in the memory of Kingston residents and Seminary students that the Eddy did. They wrote of its passing with a nostalgic sense of loss, of something very beautiful gone out of living which

could never be replaced and for which there was no substitute. Romances began there. With it were the pleasant associations thought over in later life, for there student and teacher relaxed and came to know and admire one another. This was a characteristic of intimate school relationships the Seminary has preserved. After the Eddy disappeared there was less likelihood that Reuben Nelson was as close to the students as in those hours of frolic. "That beautiful stretch of well-wooded greensward between Ross Hill and the River has long since disappeared. What the railroad did not cover, the River has washed away. Not a sod or stump remains." Another wrote, "Toby's Eddy is no more. The construction of a high railroad embankment and the ice flood of '61 completely wiped out Toby's Eddy." As much as any early tradition, the Eddy gives reality to the Wyoming Seminary of the days before Kingston became part of a metropolitan area.

4. Seminary Life, Work, and Play

Wyoming Seminary was a preparatory school . . . "designed to prepare the student for active duties of life—for a course of Professional or Collegiate studies, or any degree of Collegiate advancement. The studies will be so arranged that the students may take any of the branches and as many at the same time, as their health and capacity will admit." Some came for one term or two; some came several terms but not in succession. They came and left often with little concern over the beginning or ending of the terms. In the first two years there were forty-four weeks of school and each term had eleven weeks. In 1847

this was changed to a year of forty-three weeks with three terms, one of seventeen weeks, and two of thirteen weeks each. The term arrangements made possible attending one or two and then not attending the spring term which ran into the summer. "The school has been very full for a long time past but is now gradually thinning out. The prospect is that the school will be very small through the summer. The term closes on the nineteenth of the present month (April) I will, I think, send or bring to you a catalogue soon. Please write on the rest of the wrapper containing this, and give us all the news."

Although the subjects of study were divided into departments, there was no regular course of studies divided into two or three years of subjects and credits with a diploma awarded at the end. The small faculty taught whatever was required each term and arranged their subject matter so that a student could enter during a term or even leave during a term. The problem was to secure students who would remain a year. The charges made in the early Account Book for the students give an idea both of the extent of the average student's study and the small income. Many of the bills for the first year and for one or two terms in the second year are between $3 and $12. Seldom does a bill run over $20. There is no account in the first Ledger that reaches $75. One account for $1.25 charged to Joshua Miner for his son's tuition and room rent has on the credit side this note in the principal's handwriting dated August 16, 1845, "The son of Mr. Miner whose tuition was charged in the opposite column was this day drowned while bathing in the River." Some of their bills were paid for by work around the Seminary building, or by student

teaching, or by the delivery of coal or some other needed commodity by the father of the student. Albert D. Cliff owed $6.50 for the term ending July 8, 1846; in the credit column this notation explains, "July 10, By part of allowance for teaching in P. Dept. The above term $6.50."

In the account of Silas Comfort which for the term ending June 25, 1845, amounted to $40.95 for his children, this explanation is found on credit side, "June 25 By services of son, Chas., in sweeping, building fires, etc., $18.00."

In the account of Joshua Belden of Kingston who owed $2.50 in tuition charges for last term in Spring of 1845 and first term in the fall of 1845, this explanatory note is written on credit side for December 3rd, "By am't p'd R. N. in Brooms (6)—$1.13."

Whether students came for a term or part of a term they were all required "to attend to exercises in composition, and the gentlemen are required to declaim as often, at least, as once in two weeks."

By 1847 Thomas Myers had completed the Boarding Hall across the street from the original Seminary building on the site of the present Sprague Memorial Hall. This was run by a steward, at first under Thomas Myers and then on a rental basis by the Seminary. A wooden building of three stories, it was really the second Seminary building. Here . . . "the young ladies are furnished with rooms . . . and are under the immediate care of the preceptress.

"Each young lady must furnish towels, sheets and pillow cases for herself, or pay for the use of those furnished

by the steward. Washing of wearing apparel costs from 35¢ to 50¢ per doz.

"Each young lady is charged for fuel, and the expense of conveying it to her room $1.00 per term."

In regard to light for study, "all the students furnish their own lights." That meant candles or camphrene lamps. The hours of study, in fact the daily routine, would appal the present boarder. One can readily imagine that boys in from the outdoor life of the farm became restless and irritated by the hours of inactivity and the restrictions. Study hours and rules began before breakfast for the boys and girls who lived in either of these two original buildings. In the summer season "from 5½ A.M." to 7 A.M. and in the winter season "from 6 till 7." Then classes and study "from 9 till 12 M and after lunch from 1 to 4 P.M." and in the winter season from "6½ till 9 P.M.: but in the summer season from 7 till 9 P.M." During study hours no one was allowed to visit rooms.

What did the students think of Wyoming Seminary? Was it the "brick jail" to many that Jim Ashley thought it was at times. Probably he thought differently years later. His letter of April 7, 1848 headed "Why O'ming Seminary" shows satisfaction. He wrote,

"Friend Weston,

"The thought just struck me forcibly, slap in the face, that it would be a good place to write to you or at least scratch off a page . . . for your amusement. We all get along well here considering all things."

However by the 18th of April James Ashley had had some trouble with Dr. Nelson and felt less satisfied. In the

student accounts there is a charge of "35 cents for window glass" which suggests the nature of his difficulty.

"Friend Ed,

"I this morning took from the office your very kind letter of the 13th and have had the pleasure of perusing its contents. They were of the right kind and I hope that hereafter I shall not wherever I may be want for a good and faithful correspondent who can give one the news in Brooklyn. It is a —— fine day here and the students are all rejoicing in the prospects of another tomorrow, to close with. We still have our own times here and do just as we —— please. Some of our Susquehanna boys are in No. 21 sucking away at the 'red-eye' which thank God I never yet have been tempted to taste. I am sitting here in the Sem in old 23 writing this on the window sill . . . I have had several —— hard spats with our most —— worthy principal recently and twice have come near being expelled. Once indeed he told me, 'I mark you suspended preparatory to an expulsion,' but by dint of —— good management, none other would have done it in that case, saved myself from that disgrace and am again in good standing with principal as well as teachers. Joe (his brother) wrote to the 'old man' a short time ago and told him to come for us sometime this week and so I suppose it is safe for us to expect ourselves home next week. . . ."

Luther Peck came to the Seminary in the Fall of 1848 after the regular term had commenced. This was four years after the opening of the Seminary and there were still just four regular faculty members, including the principal, who carried the load of the academic work. "Nelson, LaBar, Griswold, and Miss Deitz sat upon the platform." In

looking back many years later he recalled how he felt when he first came to the Seminary.

"I had just left the plowhandles, and walked three miles and wondered what there could be in that brick building and those four teachers for me. I had been getting the snug sum of $10 per month and board and lodging . . . I would be obliged to spend money in school two or three or four times as fast as I had ever been able to earn it at the plow. And in the outlook if I failed what little money I had saved on the farm would be spent and absolutely nobody to fall back on. I tried hard to follow the voice of him who read the Scriptures and prayed. . . . While I was thinking over these matters, Nelson rose and came to the front of the platform and said, 'New students who have just come in this morning may go to my office and wait till I come.' It seemed a long time before he did come but when once among us we began to be at home."

In those early classes in which the personal relationships of teacher and student were even closer than in some of the classes today, there were the lighter moments which the students sometimes remembered better than the lesson, or the guideposts to life which teachers always insert.

In that first year when Reuben Nelson taught the grammar class, one of the largest, in the Chapel, a blooming romance provided some fun and a little embarrassment. Maria Hurlbut had been especially singled out for attentions by Ben Wakeman. This affair was the butt of frequent quips, ". . . and the Principal's ears, which were always open, had caught the gossip of the pupils.

"At the same time the students would occasionally pronounce 'been' as if it were spelled Ben. At one of the rec-

itations in the grammar class, it fell to Maria to repeat in a stammering way, perhaps without fully realizing the impression it might carry under the circumstances:

'I might have been,—(ben)
I will have—Ben.'

No sooner had she finished with peculiar emphasis . . . than the teacher almost unconsciously inquired, 'How do you know you can get him?' The blush of crimson which followed, was the precursor of a very serious state of feeling between the parties interested, for several hours, and came near in resulting in diminishing the number of scholars by one from the time of that event. However, Mr. Nelson was always equal to any emergency. . . ." He soon smoothed over the troubled waters to everyone's satisfaction.

Another classroom incident likewise depended on a play on words. "Reubelt was a German and used to teach us Greek, and had a very hard time getting it through our pates. He once said to young Chubbuck, "Mister Choobock that is an unpardonable mistake." He once set us to translate the sentence, 'Oh, young man, hate lies.' We got through with the sentence up to the last word. He waited till he got out of patience then he sung out 'Oh, young man hate lice.' After a little we all broke into a loud laugh. And he does not know to this day what we laughed at."

And there were pranks in those early days, too, so that the faculty would have something to worry about. Among the traditional stunts attributed to the 1850's was the ". . . occasion when the boys took a young bull calf up

into the belfry and tied it to the bell clapper. Everytime the calf kicked, the bell tolled." Then there was the preceptress who evidently displeased the boys, for she found a turkey gobbler tied to the leg of the bed. Both of these tricks suggest the proximity of the farms. Another stunt was . . . "to roll cannon balls down the corridors of the dormitory, nights, and let them bump down the steps. An agile professor who slept in the building would hear a cannon ball rolling, leap out of bed, and intercept the cannon ball on the last bounce at the foot of the stairs. It appears that Wyoming Valley was running short of cannon balls until the boys hit on the plan of heating a cannon ball almost red hot. They sent it rolling. The professor, haggard from much interrupted sleep, leaped out of bed, grabbed the ball as it hurtled down the stairs, and almost burned his hands to a crisp."

"A sign board came down the river in a flood with 'Skinner's Eddy' in large letters painted upon it. Some of the Kingston boys got a hold of it, hewed off the 'K' and put it up on the Seminary campus."

5. "Seminary Week"

"When I was young and an annual visitor at Kingston, the principal event in the life of the old village was the closing exercises of the school year in June—what is now called *Commencement*, but then *Seminary week*.

"*Seminary week* was practically a holiday and was the occasion for the entertainment of many visitors by the residents of the valley. The leading feature of *Seminary week* and one looked forward to by the student body and

their friends was the exhibition on the closing day. The exhibition consisted of original declamations and original plays, the latter of which, in deference to a certain prejudice against things savoring of the theatre, were called 'colloquies,' written and acted by the students. These were listened to with interest and becoming pride by the students themselves, their families and friends; an address by some distinguished man marked the close of the week's exercises. The first exhibition that I remember was in a nearby orchard in the shade of the apple trees."

The first of these annual exhibitions came at the end of June, 1845. The examinations were given beginning in the Primary Department where Professor Ferris conducted the tests in these subjects: English Grammar, geography, common arithmetic, and orthography. In the geography examination the committee reported some of the questions. They were misleading questions such as: What is the Capital of Paris? By what rivers are the waters of Ontario emptied into Lake Michigan?

On Tuesday evening the young ladies gave their exhibition in the Methodist Church. It included songs, instrumental music, and compositions such as the "Death of Mother" and "A Prayer to the Trustees" (which received so little notice). There were evidently samples of the art work of the girls who had been instructed by Mrs. Nelson, for the committee mentions flowers, fruit, and a white rabbit in the exhibit. (The latter, we trust, was on canvas.) The next day, Wednesday, the young gentlemen's exhibit was given "in a grove near the Seminary" where " a spacious stage and seats were erected." Twenty boys mounted the platform and gave their orations. (Every

graduate of the Academic department will certainly be glad to know that the Senior orations go back to the close of that first year of the school's existence.) The salutatory that June day was given in Latin altho the valedictory was in English. Then an unusual number, "a German oration" delivered in the Pennsylvania dialect. A choir of forty conducted by Mr. Abbott sang between some of these orations. At "7½ P.M. that Wednesday E. L. Dana gave a formal address before the "Mathetean Society." We do not know the subject of his address nor do we know whether this society included the girls or not. This society is mentioned again in the annual program of June, 1846. By the Anniversary of 1849 there is more than one Literary Society and they have a speaker of their own in addition to the principal orator for the close of the exercises.

In 1847 there is a fairly complete report of the "Seminary exercises" which suggests the procedure in the examinations for the Seminary proper. That year they were "conducted in the Seminary Chapel and Ladies' Hall, so that the two classes may be examined at the same time." Monday morning and afternoon and Tuesday morning were devoted to these examinations. The committee arrived at the Seminary bright and early Monday morning and "they were introduced into the Hall and Chapel of the Seminary by the highly esteemed principal, Rev. Reuben Nelson, who at once entered upon the examination of the various classes under his supervision." In the algebra class "The dark disk of the blackboard before this class of girls and boys, was soon whitened by the well written solutions of the many proposed problems. . . . The unerring solutions of equations, the production of the desired

quantity from the unknown, the ready explanation of each example wrought. . . ."

In the Ladies' Hall there was the art "production of fair hands and delicate minds. The busy tenants of the farm, the deep dark glow, the dancing rivulet, the mountain scenery, the stately mansion, the playful kittens, the faithful dog, the artless child, and many more drawings of like fancy gave life and beauty to the room, being in delicacy of finish with the mellow mezzo-tint."

The orchard was in the early years the scene of some important part of the program. There was a flower garden, too, which at the time of the Anniversary exercises was in bloom. On one occasion a visitor wrote, "That Chapel . . . had been tastefully decorated for the occasion with wreaths of evergreen and flowers. Thursday afternoon the exhibition took place in an orchard near the Seminary which formed a beautiful arbor. The weather was fine and an abundance of comfortable seats had been provided." One of the principles of education Reuben Nelson always adhered to was the maintenance of pleasant and well kept surroundings especially on the campus of the school. He believed that such an environment had a refining effect upon the boys and girls who attended the Seminary.

J. W. Westlake, later a member of the faculty, was a student at the 1851 Anniversary delivering the required composition. His was a poem, however, and in the closing lines he writes of the beauty of the surrounding campus and farmlands:

> "And we must leave the garden and the grove,
> Those cool retreats where oft we loved to rove

For other hands those lovely flowers shall bloom
And other feet those pleasant walks shall roam
No more
Shall we to clear the mazes of our brain
Together walk down yonder pleasant lane
To where our noble Susquehanna glides. . . ."

CHAPTER VI

"The Boss in Every Sense of the Word"

ONE of the difficult problems of the new principal was personal relations with his faculty, his student body, the parents, and the public. He had to set his standards and find ways to enforce them with a minimum of friction. Because the school began in such a small way, and his faculty was frequently changing, the Principal came to exercise a complete authority and an almost minute supervision. When Wyoming Seminary had grown much larger and the faculty more numerous and more identified with the continuity of the school, he continued to exercise these powers but usually had some reliable senior faculty member who could take much of the burden of the little things (so important to institutional life and so exhausting in time and energy) from his shoulders. Luther Peck in the late 1840's wrote, "He had the Seminary in its infancy and with or without his cloth slippers he could walk unchallenged through any department."

Reuben Nelson realized that people would judge the school by the standards and conduct of the principal. To win the confidence necessary both in the Valley and in the Conference, Wyoming Seminary must be more than an-

other literary institution. It must express a high idealism; it must maintain a reputation for sound scholarship; more than that it must assert a positive moral and spiritual influence. What his teachers did, what the students came to believe, what the parents decided when the terms were over and the money paid, what his neighbors finally thought of the school would depend upon his own conduct and the standards he lived in daily acts apparently trivial but in cumulative total the spirit of the new school. "When the institution was struggling with adversity, year after year he thought and planned and labored from early dawn till late at night, never abating his tireless labors till success was assured. He sacrificed his ease, his health, and his personal interests, that the school might prosper. He, indeed, gave himself wholly to the well being of the school. He had great faith in God and hard work. . . . For many years he did the work of two or three men, performing not only the duties of principal, but also those of treasurer and steward. When new buildings were to be erected, he planned them, purchased the materials and superintended the work. He was the first to begin his day's work and the last to stop. In addition to all this, almost every Sabbath found him in the pulpit earnestly preaching the gospel. All these manifold and burdensome duties were performed on an inadequate salary and yet always cheerfully."

Since his goal was high, and since he gave himself so completely to the work, Reuben Nelson expected a high standard of performance from those around him. To many he must have seemed at times a hard taskmaster, self-righteous, and dictatorial. One of his students wrote,

"There were those who in later life called him imperious, but would that be at all strange for a man who had held such a position during the larger part of his life." However, the same student expressed his own opinion in this sentence: "I thought him, then, a modest man and never had any reason to change my opinion." He also added the finest compliment a student could give his principal and teacher, "It is not too much to say that I loved Reuben Nelson." Because of the nature of his task and because he bore so much of the responsibility alone, he employed his executive powers as he thought best. "He had all the rare elements of a good commanding general, and knew as well how to follow as to lead."

1. Prof. Elisha B. Harvey Goes to the Circus—1846

The first real test of the exercise of this authority vested in him by the Board of Trustees came in June, 1846, when Reuben Nelson was twenty-eight years of age. Both principal and teacher were still in their twenties. Elisha B. Harvey was a Wesleyan graduate, a fact which made the problem more vexatious.

Born in Huntington Township, he had attended "Deacon" Dana's Academy a short time before he went to Wesleyan in 1841. Coming from a different background and not bearing the responsibility he may not have regarded the Principal's attitude toward a circus of serious importance. Certainly his action was not an evidence of incompetence such as other faculty members later revealed nor of a moral laxity such as Cassius H. Harvey cloaked under

a guise of religion. Rather it was an indiscretion and a conflict of wills.

The "Wilkes-Barre Advocate" of June 17, 1846 advertised what was, no doubt, in the rural community of the time a thrilling event not only for the youngsters but for many of their elders—a circus coming to town.

"Howes and Cos. Mammoth Circus! Consisting of 160 Men and Horses! Madame Marie MaCarte Equestrienne just over from Paris!!" Also a ". . . Scotch Giant and Giantess." This was the lure. For that reason the Principal announced that any Wyoming Seminary student attending the circus on Saturday would be summarily expelled. In this ruling he certainly expressed the spirit and practice of the Methodist Church a century ago.

The employment of Professor E. B. Harvey as a teacher was the result of his own ". . . proposal to teach four hours each day, the ensuing term for $50. . . ." He began teaching the winter term in 1845-1846. In those first years teachers were not hired by the year but only for a term at a time. Since he was an A.B. graduate of Wesleyan, he taught Latin and Greek. ". . . He was a registered law student in the office of Hon. Charles Denison, Wilkes-Barre, and when not engaged with the duties of his professorship he devoted his time to the study of Blackstone." He must have proved satisfactory, for at the January meeting of the Trustees he was rehired for the next term, at $80.00. This term ended on April 7th and E. B. Harvey was again rehired for the fourth term at the same salary.

And then Howe's Circus with its equestrienne just over from Paris (!) came to town on June the 20th, 1846, a Saturday afternoon. The following Monday the Trustees

were called in special session. "The subject of the unfortunate difficulty in the school occasioned by the attendance at a circus of several scholars and Mr. Harvey, one of the teachers, was introduced and discussed. Mr. Harvey appeared before the Board and after making several remarks in reference to his course tendered his resignation as teacher." (The Principal being secretary of the Board wrote this terse description of what must have been a very tense and unpleasant scene.) The Trustees did not make their decision then but decided to adjourn until the following evening.

Tuesday evening the Trustees assembled in the Seminary office to end "the difficulty" in the school. "Mr. Nelson asked to be released from serving as secretary. . . ." The very first resolution adopted by the Trustees was an expression of their feeling in the matter and a vindication of Reuben Nelson.

"1. Resolved, that we approve of the stand taken by the Principal in the prohibition referred to, and to the fullest extent will sustain and stand by him in the exercise of the authority vested in him as superintendent of the school." The Trustees then recommended that the several students who had attended Howe's Circus should not be expelled since "the attendance of a teacher at the circus may have been construed by students into at least tacit permission to them to go. . . ."

Professor Harvey in his defense had asserted that he thought "the Principal was right in the stand taken . . . ," and that "he did not encourage a single student to attend the circus but, on the contrary, endeavored to dissuade some from attending. . . ." Also he assured the Board

that ". . . he would not have gone himself, had not his father requested him to attend and take charge of a young brother. . . . " Because of this excuse the Trustees were " . . . willing to believe that his attending the circus under these circumstances . . . was not designed as a wanton transgression of the rules, or as bidding defiance to the authority of the Principal; therefore do not think it imperative on us to dismiss Mr. Harvey as a teacher, but hereby accept of his resignation." The proceedings of this meeting were copied and sent to Elisha B. Harvey. Since there were still some ten days of the term left, Prof. Ketcham did part of the work that E. B. Harvey had carried, for he received $7.82 in addition to his agreed salary, half the amount not paid to Mr. Harvey.

So far as the immediate crisis was concerned this ended the matter. The episode gives a clear picture of the manner in which Reuben Nelson maintained his authority and set the standards of the type of school he wanted. Only a person who has taught in and lived in a school atmosphere can understand the excitement such an episode must have occasioned in the school and conflict of wills and emotions. What Elisha B. Harvey's thoughts were we do not know but in his subsequent action there is evidence he was not convinced his circus attendance was so serious an affair or that the Principal had been entirely justified in his course of action. There were no doubt parents and friends who supported his viewpoint and possibly encouraged his project to challenge Wyoming Seminary and the Principal in the very field of education.

Among the few documents kept in the Seminary archives, there is an old handbill printed in 1846. It is an

announcement of the opening of a rival literary institution in Kingston.

"The Kingston Classical and Mathematical Institute will open for the Reception of Students (Ladies and Gentlemen) on Wednesday the 1st day of September, 1846."

In the handbill there are some obvious criticisms of the Seminary and of Reuben Nelson. In the list of courses there are prices undercutting the Seminary. The higher English Branches came at $3.75 a term instead of $4.00 a term. Whereas Wyoming Seminary charged $.50 a term for the chemical and philosophical lectures, the Kingston Institute would give such lectures *free*. Students who attended the Seminary more than one term of a year had to pay the full tuition in a course for a complete session of twenty-two weeks (two terms) whether they came in late or not. Also no money was refunded for absences unless sickness were the cause. Thus in the new school this custom was to be observed: "Charges will be made only for the time of attending school."

Then E. B. Harvey added this barbed sentence, "The instruction in this school will be given, not by half paid, or half prepared assistants" (reference, no doubt, to himself and Winthrop W. Ketcham, and Sarah Tompkins, the latter two studying in the Seminary and doing some teaching the year Mr. Harvey was a teacher), "but by the Principal himself, who has in his possession certificates of ability to teach from Dr. Olin, and the Professors of the Wesleyan University, by whom he was educated."

In November, 1847, Elisha B. Harvey was admitted to the practice of law in Luzerne County Bar. Thus this particular Institute did not last long. Elisha B. Harvey

became a distinguished lawyer in Wilkes-Barre. He always retained an interest in education, *for*, in 1849 he was elected Secretary of School Board in Wilkes-Barre and in 1854 was one of the incorporators and a Trustee of Wilkes-Barre Female Institute. After an attack of rheumatism during a campaign against Lee, he resigned from the Union Army, returned to Wilkes-Barre and opened in 1863 a "Classical and Mathematical Institute" which he ran a number of years in the three-story brick building on North Franklin Street which he had built in 1860 for his law offices. His health was such he could not practice law but he could teach. He had usually from three to five assistants and as many as two hundred students.

It is also of interest that he and W. W. Ketcham were both part time Seminary teachers that same year and that they both had Henry M. Hoyt, later governor of Pennsylvania, in their classes.

2. Prof. Cassius H. Harvey Talks with the Dead —1852

In the report of the Education Committee of the Oneida Conference in August, 1851, this was the tenth resolution offered: "Resolved that the Bishop be respectfully requested to appoint the Rev. C. H. Harvey as an instructor in Wyoming Seminary." When the appointments were announced, Cassius H. Harvey was not only appointed as a teacher in the Seminary but also as the preacher on the Wyoming charge. This was an unusual assignment, for Rev. C. H. Harvey was a member of the Board of Trustees ex-officio. The special resolution for his instructorship

suggests that Reuben Nelson initiated the move. They had probably known each other since their membership in the Oneida Conference. Cassius H. Harvey was admitted to the Oneida Conference on trial, August 11, 1841. Reuben Nelson had been admitted on trial the previous Conference session in August, 1840. Both as the minister in the Kingston Church and member of the Board of Trustees, he could undertake tasks which would relieve the Principal of some of his burdens. When the Rev. Mr. Shepard reported to the Trustees in January 1852 that he could no longer carry on the work of collecting subscriptions because of ill health, the job was given to Prof. C. H. Harvey. Likewise the latter was placed in charge of the publication of the catalogue, which usually was ready for distribution in February.

But Cassius H. Harvey had entered another field of thought that winter and must have been spending many hours on the book of spiritual relations he later published. In addition he was financing a term's study for Amanda Weeks at the Seminary which had a sinister significance not yet known to his fellow teachers and clergymen.

This bomb burst in April. Rev. C. H. Harvey had completed his book and was about to publish it. When the Board met on April 28th, this was the chief headache. He had " . . . stated his purpose to issue immediately a publication in defense of spiritual communication from the spirits of the departed; as for instance communications recently made to him, Harvey, from Dr. Fisk and John Wesley and others; said publication being already in type and Bro. Harvey having refused to suppress this publication, or to delay it even till his engagement shall close with

us as a board of Trustees, it was moved and seconded that Rev. C. H. Harvey be requested to resign his situation as teacher in this seminary." Before this motion was voted on, the Trustees adjourned until 9 A.M. the next morning.

Promptly at that hour on April 29th the Board again assembled and passed with an amendment the above resolution. The amendment provided that C. H. Harvey was . . . "to omit in the title page of his forthcoming book, all allusion to his relation to this institution." Then a committee of Reuben Nelson and W. W. Loomis left the meeting to inform C. H. Harvey of the decision. He returned with them to the Board meeting, "made some appropriate remarks, presented his resignation, and consented to the proposed omission in the title page of his book."

In this manner Cassius H. Harvey left the Seminary and the Wyoming charge as his book, "Spiritual Manifestations," was published. He evidently was very critical, for at the May 13th meeting of the Board in 1852, a resolution was passed to publish the minutes for April 28th and 29th in the case of Rev. C. H. Harvey if such publication seemed necessary. In the account book below the name of Amanda Weeks and daughter appears this cryptic notation, "Balanced per order of the Trustees (Gratis) $11.70."

When the first annual Wyoming Conference was held at Carbondale in 1852, the case of C. H. Harvey was taken up and he was suspended from all official relation with the Church. Dr. George Peck, who was a member of the committee that suspended C. H. Harvey, wrote of him in his autobiography.

"He fixed his residence at Kingston, and continued to preach wherever he got a chance, and even married those

who applied to him under the impression that he still had authority to perform the ceremony. Being still a member of the Church he was arraigned for disobedience to the orders of the Church, and was deprived of membership. He then went to Carbondale and continued his operations, gathering a little handful of followers. The 'spirits' communicated with him very freely, and finally informed him, in a confidential way, not to be divulged except in certain cases, that so far as he was concerned the seventh commandment had been repealed."

When Carbondale was no longer a field for exploitation, Cassius H. Harvey took up his residence in New York City where he became a preacher in another faith. His last move was to the middle West where he continued his strange mode of living with frequent attacks against the Methodist Church. He was one more problem Reuben Nelson faced and solved in that busy winter. (The catalogue was not issued until late Spring and then under the supervision of the Principal.) Not again did the preacher in the Kingston Church hold a full time job in the Seminary.

3. Reuben Nelson vs. Some of his Trustees—1857

The misunderstanding that arose between the Principal and several of his Trustees is obscure in its origin although the immediate causes are clear. Perhaps the increasing excitement that pervaded both North and South following the passage of the Kansas-Nebraska Act and the organization of a sectional party, the Republican party, may account for small irritations becoming so large in the minds of

two or three that the school was in danger of losing the guiding hand. It was a challenge to Reuben Nelson's integrity and his use of authority; such a challenge brought out his stubborn qualities.

The first inkling of the coming crisis was a motion adopted by the Trustees in September, 1856. It provided that the Principal should insist that individuals prove clearly they were legal holders of the scholarships (which had been sold before and especially after the fire).

The next meeting of the Trustees was on April 17, 1857. Between the lines of the Minutes at this meeting the quarrel broke into the open. Some harsh words were evidently spoken between the opening and the closing of the meeting. Besides the Principal there were three clergymen present: Rev. William Wyatt, president of the Board and a leader in the attack on Reuben Nelson, Rev. W. W. Welsh, and Rev. H. Brownscombe. Three of the lay members were present: Madison F. Myers who was in conflict with the Principal, I. C. Shoemaker, and W. W. Loomis both staunch supporters. One of the first items of business was the re-election of the Principal for another year ". . . at a salary of one thousand dollars per year and perquisites as before, his salary being reduced $200 from former year at *his own* suggestion." One of the next items taken up after the election of the teachers was the steward of the Boarding Hall. This had been taken care of, however, by Reuben Nelson. The Trustees now voted approval of his employment of ". . . Mrs. Whiston as Stewardess for one year from the 1st inst. at a salary not to exceed $150 per year with board of self and husband, and also fuel and lights." The Rev. A. Bronson had resigned. Whether

any discussion accompanied this resolution or not the Minutes do not reveal.

Prior to the motion for adjournment this sentence gives away the presence of a rift among the Board members present: "Reuben Nelson after having been elected Principal for the following year (as noted above) respectfully tendered his resignation as Principal, but action thereon was deferred to some subsequent time."

The next Trustee meeting came the following week on April 24th. At this meeting the immediate issues of the quarrel came into the open. After preliminary reports, Madison F. Myers presented a scholarship " . . . that has been transferred to another by the original holder without assignment and demanded tuition thereon—therefore *Resolved* that tuition in this Institution cannot be allowed thereon without proper assignment."

Whereupon Madison F. Myers requested, and the request was complied with, that " . . . a minute be entered upon this Journal expressive of his regret for having cast his vote in favor of the *Resolution* of our approval of the course pursued by R. Nelson, Treasurer, in supplying the vacancy occasioned by A. Bronson, *Steward*."

The Trustees decided to meet again the next week at 9 A.M. This meeting of May 1st brought the whole matter to a crisis. The three preachers were present and among the lay members there were in attendance besides the three present at both of the previous meetings, William Wood and C. B. Drake. Evidently there had been a week of discussion and inquiry. As soon as the meeting had been opened, the supporters of Dr. Nelson were ready with their proofs.

"Communications were received from the students of this Institution, in regard to the course taken by the President of this Board in relation to matters by him introduced for the consideration of the Trustees and particularly bearing upon the Principal of Wyoming Seminary, and said communications were read and ordered to be filed. Whereupon the Rev. William Wyatt, President of the Board of Trustees voluntarily retracted all charges, innuendoes, and assertions made by him against Rev. R. Nelson and fully endorsed his character for honesty, capability, and integrity in his position as Principal of this Institution and most fully approved of his administration."

In the Minutes there are at this point three lines of writing heavily crossed out in black ink. They read, "Whereupon the Board interrogating Wm. Wyatt in regard to the course he had taken with the Principal, Mr. Wyatt says that Rev. George Peck advised him in relation to the course."

The Minutes continue: "Resolved that the resignation of R. Nelson as Principal be and is hereby accepted.

"Resolved that we now proceed to the election of Principal of this Institution. . . . Whereupon the following persons voted Yeas, viz. H. Brownscombe, C. B. Drake, Wm. Wyatt, I. C. Shoemaker, Wm. Wood, W. W. Loomis (6). The Nays: M. F. Myers and W. W. Welch (2)." During the discussion and the voting Dr. Nelson was not present. "R. Nelson, being notified of the above accepts of his reelection, all cause for his resignation of April 17th having been removed."

This was not quite the end of the matter. When Dr. Peck heard that he was the source of the information lead-

ing to William Wyatt's charges, he sought to exonerate himself. He was invited to the Trustee meeting on October 16, 1857, and there evidently denied such implication, for the Trustees then adopted a resolution declaring that the . . . "2, 3, and 4th lines on the right hand page of this Journal of our proceedings for May 1st be erased believing from evidence now before us, that the answer therein contained is *incorrect*." Thus the lines were crossed out by the Secretary of the Board, W. W. Loomis.

Wm. Wyatt and W. W. Welch were not returned to charges that would make them ex-officio members of the Board. Within a short time Madison F. Myers died but there is no mention of it in the Minutes although he had served continuously as a Trustee from the election of the first Board in 1843. From that time until his death, the meetings of the Trustees he had missed could be counted on the fingers of one hand. He had never made any large donations but he had given of his time in the work of the Board. It may be he was the real informant of Wm. Wyatt, for he was a brother-in-law of Dr. George Peck and may have used the latter's name. Mrs. Whiston, who was a sister of William Swetland, remained as Stewardess during the next winter.

This was the only serious dispute Dr. Nelson ever had with any members of his Board. Although many of the pieces are missing in the controversy (such as M. F. Myers' objection to Mrs. Whiston or the reasons for W. W. Welch joining the opposition), yet it is clear that they objected to Dr. Nelson's use of his authority. That he was an autocrat at times may have been true but the test

of his policies and his methods is the success the school finally had. By that test he was justified.

4. Some Disciplinary Cases

There is a sufficient increase in disciplinary problems beginning in the mid-fifties and coming to a climax in the early 1860's to reveal the increased tensions that the approach of and the outbreak of the Civil War brought to homes and lives of all Americans. As has been suggested, Dr. Nelson was a stern disciplinarian who tolerated no nonsense but who gave every student who came under his authority every opportunity to find the right road. But there are always a few who know all the answers and who learn only through the bitter experiences. "I never saw a man who could come down harder on an offender than he, nor did I ever see a man more ready to own up square if he had been too severe or said one word too much." No one can look at his picture and not be struck by the sternness of the set of his mouth or fail to note the deep sincerity in the eyes.

"It was very difficult for a student to get ahead of him, and if he did for the time, and if he seemed to be master of the situation it did not last long. Nelson generally found him out." This was the mature judgment of Luther Peck.

The By-laws of the Seminary stated among the more serious offenses, "Frequenting taverns and all improper places of resort for students, drinking intoxicating liquors, using obscene or profane language; playing at games of chance; and smoking in any part of the Seminary are forbidden." The regulations concluded with this warning,

"For violation of the above and other prudential regulation for the government of the school, students shall be liable to *fine*, *private* or *public* reproof, suspension or expulsion; but in no case shall the penalty of expulsion be inflicted without concurrence of a majority of the Trustees." Dr. Nelson's aim was obviously to persuade the offender to correct his own deficiencies. In the fall term of 1855, which was an especially unruly term, there are two examples of the signed pledge as a means of maintaining the regulations of the school. On September 11, 1855, five of the boys had visited Wilkes-Barre. When they returned, they must have been sent to the Principal's office immediately where they faced an ominously calm but indignant Dr. Nelson who informed them they were expelled. The alternative which came out of the discussion was a pledge which the boys composed under his direction and signed then and there. The Principal gave them the benefit of the doubt for they wrote, "We whose names are hereunto annexed do hereby solemnly declare that we did not know that it had been announced during this year by the Principal of this Wyoming Seminary, that the penalty for violating the rule which forbids students visiting any adjoining or distant village without permission, especially going to Wilkes-Barre would be dismissal from school. . . . We furthermore avail ourselves of this opportunity of expressing our regret for having gone to Wilkes-Barre this evening without permission, and do hereby give assurance to the authorities of the school that we will in future avoid everything of the kind. Kingston, Sept. 11, 1855." And then the five signatures, each in its own individual illegibility.

However, in just a few days over a month two of the

same boys and several others were caught in further violation of regulations quoted above. This case the Principal brought to the Trustees since it involved expulsion. The Trustees decided that: " . . . Whereas information has been laid against the following students (five names follow) as having been engaged in the practice of card playing and also "that two of them had been engaged" in the use of intoxicating liquors.

"Therefore *Resolved* that in view of prior aggravated violations of the rules of this Wyoming Seminary and the aforesaid violations the said two boys be and are hereby expelled. . . ."

The other three boys had " . . . to make confession before this Board and school and receive a reproof from the President of the Board or otherwise be expelled. . . ." This they did in writing.

The Board of Trustees closed the case adopting a resolution to the effect that " . . . this board fully concur in the course taken by the Principal in relation to the students."

The two boys who had been drinking had their names in the next catalogue with "expelled" printed by each. There was criticism from one of the parents who complained " . . . of injustice having been done him by the Board in expelling his son . . . and requesting that his case be reconsidered and his son reinstated. . . ." This was laid on the table by agreement of all the Trustees present.

There were two more expulsions at that Feb. 28th meeting of the Board: one boy for "habitual neglect of his duties . . . and frequently visiting Wilkes-Barre"; the other boy . . . "was charged with larceny. . . ."

In the schools of the 19th century corporal punishment was common. Certainly whipping was infrequent or more references to it would have been preserved. There is no mention of such punishment in the grade and demerit books that have survived. At least there was no disciplinary code whereby the rod was applied for specified offenses. The only word in the catalogues in regard to the character of the discipline is this generalization: "The discipline of the Institution combines mildness with firmness, avoiding harshness and unwarranted severity, yet inculcating strict order, prompt obedience, correct deportment and industry."

On June 14, 1865, R. A. Whiteman, a student in the Seminary wrote a letter to his sister in which this paragraph occurs among other items of news about himself and the school:

"The Doctor whipped two boys here on Saturday while I was home; one was about seventeen and the other sixteen years old; he gave them twenty-nine lashes each with a rawhide; they say he fetch the blood every cut."

In the grade book for the period beginning in the latter 1850's there is the name of one boy and the two subjects he was "exposed" to but no grades. Instead the cryptic word "Dismissed" in one handwriting, then in another hand and with darker ink, "Expelled! and ears boxed."

Professor Dean gave the gist of the whole matter in a few words when he said that the first Principal was a man of great force and determination. "Reuben Nelson was the boss in every sense of the word."

CHAPTER VII

The First Enemy—Debt

A QUARTER of a century later when success was a fact and Wyoming Seminary was financially more secure, B. D. Sturdevant wrote in the Report to the Conference, "It was a doubtful enterprise. No one said so, it is true—courageous men *never* say so; but many schools are commenced, and then abandoned. Many human enterprises are nipped in the bud, or live out a few sickly years, and then die, leaving hardly body enough for burial. This also must stand its chances. The Trustees seemed divinely directed, as certainly they were greatly blessed in securing, in the very infancy of the institution, the official services of the Rev. R. Nelson as Principal. . . ."

Two thousand dollars does not seem today a consequential sum when governments figure in billions of dollars. Yet in 1844 such a debt could easily close an academy. To the Trustees and the youthful principal it cast a great shadow over their hopes and plans. This shadow steadily increased in intensity until the critical year, 1847, a year when creditors clamored for their money and the threat of foreclosure was very real.

When the Trustees met on September 7, 1844, new faces appeared, for there were two new lay members the Conference had elected: Miner S. Blackman, the new proprietor of the Wilkes-Barre "Republican Farmer and

Democratic Journal," and William C. Reynolds. Of the three Trustees ex-officio, only Silas Comfort remained in this area; the Reverend David A. Shepherd and the Reverend Perry G. White filled the Wilkes-Barre and Wyoming charges for the year 1844-1845. Lucien S. Bennett, whose health was so poor he could no longer carry a full time preaching job, had decided to remain in Kingston and run a boarding house for some of the boys who had rooms in the Seminary building. The Trustees had asked the Conference for an agent. At this September 7th meeting the Seminary's first agent, John Benham, was present and desired "to enter immediately upon his duties, under the direction of the Board."

The Trustees decided that the school's first salesman and money raiser should receive a salary of $200, table expenses of $100, amount for rent of $50, a fuel allowance of $15, and whatever travelling expenses he might incur. Since the Trustees had made no previous plans, the agent was instructed " . . . to use his own discretion in the collection of funds for the use of the Seminary." Before the 25th of September, the Rev. Mr. Benham was on the road canvassing the Pennsylvania area of the Oneida Conference among a rural population in the sparsely settled Northeastern counties of the state.

The Rev. John Benham was a man of passionate convictions and an apostolic idealism. He literally burned his life out in service to his faith. This year as agent for Wyoming Seminary was an interlude in a romantic although brief career. A native of Rome, N. Y., he had been educated at Cazenovia Seminary. In 1828 "he felt a peculiar drawing toward the heathen together with an impression 'you must

go.' " He had finally secured permission of his father and set out to Canada as a missionary to Indians. He remained in the upper Canadian wilderness for five years. On his return he was received on trial in the Oneida Conference and accepted several charges before his next adventure. He was appointed superintendent of the Liberian Mission in West Africa. In spite of his enthusiasm and his belief that the . . . "path of duty is the path of safety" . . . fever nearly killed him and he was forced to leave Liberia after two years. However, following his Seminary work, he returned to West Africa. The fever attacked him again so seriously as to leave him an invalid the remainder of his life. In 1849 he applied for a Conference rating of a supernumerary since he could do little mental labor and was advised to do only a little physical labor out of doors. Thus he was the type of man who would put as much enthusiasm and energy into the collection of subscriptions as he had in his earlier appointments.

However, this was not a period when much money could be raised in such a rural area. Families did not handle so much cash but often dealt in goods and produce, paying their bills with fruit or vegetables. Storekeepers and small businessmen lived in moderate circumstances. In his year's labors as agent, the Rev. Mr. Benham secured pledges of only $640.40 in the patronage area of the Conference. Pledges up to $260.50 had not been paid in his final report. He accepted anything he thought would be of value to the Seminary: there were two unused scholarships for Cazenovia Seminary transferred to Wyoming Seminary; and a resolution passed in the Baltimore Conference recommending the Northumberland District as a patronizing

area for Wyoming Seminary. His own salary and expenses came to $382.80. In addition $159.71 was paid out for or represented by a library cabinet and furnishings for the two unfurnished attic rooms. An agent and subscriptions were no solution to the financial problems.

Although securing subscriptions was difficult, yet the patronage increased in an encouraging manner so that running expenses could be paid from regular income; but there was no surplus sufficient to pay the debts the school began with, indeed often no cash to pay the interest on the debt. Then there were the unforeseen extras, the repairs which overcrowded conditions made more necessary. The rates could not be increased, for the school drew from an area where most families could not afford much for tuition charges. Many of the students did not have a bill of more than four or five dollars. As the income did increase, the school outgrew its facilities. The original lot of land was not large enough to furnish even a playground for the students. By the time of the spring terms in 1845, a quarter of an acre was rented from Thomas Myers for this purpose. Before the end of the first year, there was a proposal to rent land from the Methodist Church on which a primary school building could be erected in order to give the "Seminary proper" more space but this was never carried out for lack of funds. When the first Anniversary exercises were put on in June, 1845, the young ladies included in their compositions a tableau entitled, "A Prayer to the Trustees" which tactfully, if not subtly, suggested that a larger chapel was needed. In the following November the Trustees authorized the removal of the partition between the Chapel and the mathematics room. Thus the Trustees

and the Principal were caught between the Scylla and Charybdis of unpaid bills and the increasing needs of a first-class school.

The amazing part of the story is that Reuben Nelson had set as his goal the development of the best literary institution in the country. The careers of many of the early students combined with the growth of the student body suggest the measure of success he had. An observation from a visitor to a later Anniversary Day states the result thus: "It had become a matter of serious doubt, whether a school of respectability could ever again be maintained in this valley. Spasmodic efforts to keep up the Academy had been followed by lethargy and inaction. . . . An Academy was built, it is true, but as it could not afford instruction of itself, nor the parties interested in it agree to write 'Presbyterian,' 'Episcopal,' or 'Methodist' it was abandoned. It is now, we believe, equally divided between a primary school and an oyster saloon. . . . Mr. Nelson came among us and by his diligence and spirit has demonstrated the fact that a school, permanent and efficient, can be supported by this valley. . . ."

It is easy to read over the expedients to which he resorted and to applaud his final triumph over stubborn red figures in the accounts, but each expedient must have represented days and nights, and often months before a solution was found. Day in, day out; week in, week out for years there were the creditors' demands for immediate payment and the unpaid or partly paid bills on his desk demanding attention.

Once the first term was under way financial problems beset the Trustees and Reuben Nelson at every meeting.

The bell was purchased and hung in October, 1844, at a cost of $174.25 with six months to pay for it. Then there was the apparatus which Reuben Nelson had from the first insisted was a necessity, and had gone to Boston to purchase for $546.91. At the December 12th meeting a financial report was given to the Board. This revealed that the subscription totaled $4,087 (instead of $4,164, as reported the previous year), of which amount Thomas Myers had received $3,290 with an unpaid balance of $771, and an additional $745 for the extras in completing the building and the work on the grounds. Even though the Agent was instructed to collect the unpaid pledges, if possible, that still made no provisions for the extras. These were the three most troublesome and persistent debts: the bell, the apparatus, and the contractor's bill.

Then there was the question of salaries. This was not settled, except for the Principal until the opening of the second term, that is in December. The preceptress, Miss Ingalls, evidently objected to her salary, for she proposed that the Trustees pay her $150 for six months and then she would return $25 of the sum to the Trustees. The Board refused her request. The other teacher, E. F. Ferris, demanded either $340 or less work. He finally accepted $150 for six months. These salaries included the period beginning in September and they were not paid in December, just discussed. No salaries were paid until the 20th of March, 1845. Then the Principal received $333.33 of his $500; Miss Ingalls, her $125; Mr. Ferris, his $150. Miss Ingalls resigned and Mrs. Eliza York was the preceptress for the last term of the first year.

When the salaries were paid in June the faculty had

been increased: W. W. Ketcham was an assistant in the "Seminary proper" and received $60.00 for the term; Sarah Tompkins, a student assistant in the Primary department, received $28.00. Mrs. Nelson received $8.75 for conducting the drawing class the last term. There was a music teacher but she was not on a salary basis.

The first real financial crisis came in April and May of 1845. The six months grace on the philosophical and chemical apparatus had run out; the bell had not been paid for; and Thomas Myers was waiting for his payments. The first expedient the Board turned to was the Centenary Fund of the Conference. This was a fund which had been raised within the boundaries of the Oneida Conference beginning in 1839. It was the centennial of the birth of the Methodist movement in England. Some of this Centenary Fund was for education; the rest of it was a reserve from which churches in immediate need could borrow money at the regular rates of interest. The Trustees applied on the 1st of April for the sum due the Seminary, which was $316.03. Three days later the Board resolved to borrow $151.10 from the Centenary Committee.

These sums were insufficient. On May 1, 1845, the Trustees authorized Silas Comfort and Reuben Nelson to borrow up to $500, giving a note on the school property (which was now insured for $4,000 in the Franklin Insurance Co. of Philadelphia). But it proved impossible to raise any money this way, probably because the claims against the institution were already over two thousand dollars. On May 12th the Board voted either to have a Committee raise the amount needed or else to borrow the sum from the Wyoming Bank in Wilkes-Barre. Then the

agent was authorized to collect the unpaid pledges that had been made on the opening day for the apparatus. However, the Bank would not risk a loan. Thomas Myers, the Treasurer of the Board, was authorized to make a personal loan with the apparatus as collateral. Thomas Myers was able to borrow $300 from the Honesdale Bank for three months, which note the Trustees asked him to renew on August 19th since no money could be paid out at that time.

At the request of the Trustees the Treasurer submitted to the Board on May 29th an itemized account of the money the School owed to him. The balance due on the contract had now been cut to $1,227.96 but extra work on the building, the construction of the outhouses and fences, the purchase of the lightning rod, the fixtures, the furniture, and other current expenses raised the total amount due Thomas Myers to $2,194.81. He agreed to accept $556.50 in unpaid subscriptions as worth $380 and was paid $240 from the cash on hand. Still there remained an indebtedness of $1553.16, an amount which there was no immediate prospect of raising. Not only that but the debt would tend to increase as more incidentals boosted the total.

As the Board faced the second year, they first decided to charge each student who registered for the philosophical lectures in the laboratory fifty cents. The next expedient was a resolution that the preachers in the Wyoming and Susquehanna Districts collect the educational fund " . . . equal to ten cents for each member of the Church . . . " provided for at the August session of the Oneida Conference, and . . . "forward the amounts raised to the Principal of the Seminary at their earliest possible con-

venience." In addition the teachers were asked to loan ¼th of their salaries to the Board until the end of the second term of the year 1845-1846. This the faculty agreed to do and the Principal, whose salary had been fixed at $600 for the second year, loaned ⅓rd of the sum. He also agreed to give a course of Chemical and Philosophical Lectures in Wilkes-Barre to raise part of the money to pay that long overdue bill.

When November, 1845, came, only $150 of the note due at the Honesdale Bank was paid, and that amount could be raised only by loans from Wm. C. Reynolds and the Rev. Mr. Shepherd to supplement the amount of cash in the Treasury. Nevertheless a committee was appointed at the same time to make plans for enlarging the building ". . . to meet the wants of the school." In February, 1846, the remaining $150 on Thomas Myers' note was paid to the Honesdale Bank. To meet the demands of the Boston firm that sold the apparatus to the Seminary, the Treasurer was instructed ". . . to negotiate the matter with the person having said demand for collection, on the most favorable terms possible so far as time of payment is concerned and that he pledge on behalf of the Board the prompt payment of the whole demand within such time as be agreed upon by him and the collector of said demand." The time agreed upon was August 1, 1846. At the close of the year, 1846, the bill was still unpaid!

The Trustees considered securing another agent to collect money due the school. Finally the problem of unpaid bills due the Seminary was put in the hands of the preachers. The next expedient suggested was to send an agent to New York and Philadelphia to solicit funds. Dr. Dur-

bin, Dr. Peck, and George Lane emphatically vetoed any effort to raise money outside of the given patronage area.

Thus the year, 1847, brought to a climax the debt drama. (It is a matter of interest that 1847 was a war year, the decisive year of the Mexican War.) When the year opened, not only were the three outstanding debts still unpaid (the bell, the apparatus, and the contractor's claims), but the latter bill had been assumed by a more importunate creditor, W. C. Gildersleeve. This note came to the desk of the "Rev. Mr. Nelson" on "Feb. 5, 1847":

"D. Sir

"I hope some satisfactory arrangement may be made of the debt against the Seminary between this and the 15th Inst. If not I shall feel it to be right to put in the hands of an attorney. I hope this may not become necessary. It will be unpleasant and make unnecessary cost.

Very Respectfully yours

W. C. Gildersleeve"

On Feb. 13, 1847, the Trustees made a legal provision to satisfy the demand of W. C. Gildersleeve. The payment of the debt of $1,645.96 was to be made in five annual installments with the interest payments twice a year on January 1 and July 1. The above sum included the $1553.61 due Thomas Myers at the settlement agreed to on May 29, 1845, plus the interest from that date. If either the interest or installments of the principal ". . . shall not be paid for thirty days after due and after notice of its being due from the holder of the judgment, then the holder of the same may proceed to collect the whole amount then due and unpaid etc." This was duly recorded in the Luzerne County records. Lord Butler (who was again on

the Board) and Ziba Bennett made the suggestion that subscriptions sufficient to make the payments be solicited to be paid in five annual installments. This plan was adopted.

In the meantime the plight of the school had stirred the ministers of the Wyoming District to take action. On February 3, 1847, . . . "Bro. Hawley now introduced case of Wyoming Seminary, which is at present embarrassed with a debt. After some explanatory remarks touching the case, the following resolution was adopted unanimously, by a rising vote: Resolved, by the Wyoming District Lyceum, in view of the present embarrassment of the Wyoming Seminary, that as ministers within the patronizing District, we will use vigorous efforts to secure donations for it and to collect any of its dues that may be put into our hands. . . ."

"A proposition was then made by Bro. Reddy to raise $50 on the spot. . . ." This was done immediately and the amount was raised. It is significant that William Reddy took the initiative, doing whatever he could to save the institution he had done so much to establish.

However, when July 1st came the interest payment was allowed to lapse. Evidently W. C. Gildersleeve did not believe the lapse was just temporary, for he wrote this note on July 8th. Although the note has no greeting or heading, yet it was sent to Miner Blackman, treasurer of the Board at the time:

"I understand Mr. B. has something to do in regard to Seminary debt over the iou. I have draft a line to Mr. N. on this subject. If you are able and willing to pay the debt I shall be glad. If you wish this thing to rest, I want some

of the Trustees to become personally responsible. I hope some steps in this business will be taken without unnecessary delay. It is a week or two since I wrote to Mr. N. I shall wait what I judge a reasonable time, and then, if nothing is done I must go ahead.

Very Respectfully Yours
W. C. Gildersleeve"

What assurances he was given we do not know, but finally on August 30th the interest ($49.38) due on July 1st was paid. In the long run he was a patient man, too, for none of the installments were paid on time nor in full amount at any one time.

On January 1, 1848, the first installment of $378.55 was due. When the Trustees met at the close of December, 1847, the sum of $223 had been raised by subscription. However, the Board optimistically voted the Treasurer authority to pay the full amount. This was made possible when Ziba Bennett loaned $50 and the rest was loaned by Reuben Nelson. Ten days before the second annual installment was due for January 1, 1849, only $190 had been raised by subscription. This proved to be one of the hardest barriers the Trustees had to overcome. Two newly elected Trustees, W. W. Loomis and Wm. Swetland were added to the committee to raise the rest. Although $242.30 had been raised by January 1st and was paid to W. C. Gildersleeve, the remaining $86.88 had not been found by February 13th. At this meeting Ziba Bennett again took the initiative and suggested that nine Board members each give five dollars and he would pay $11.88. This plan was followed but, when the collections were in, there was still $17.64 to be raised! The Treasurer paid the full amount

that same day. He had to add another sixty-two cents since the total installment had been figured out incorrectly.

Near the close of the year 1849, the Gildersleeve debt rose once more to harass the Board. Again $190 had been raised by subscription and a small sum was available in the Treasury; that left $139 to be found somewhere. When this installment was paid in part, there was actually $179 due which was not paid until March and then only because Ziba Bennett, Wm. Swetland, and Samuel Wadhams made each a loan of fifty dollars. The fourth installment, due on January 1, 1851 had to be completed by loans. There is no record of the final payment but it can be assumed that it was met with less difficulty.

W. S. Gildersleeve, the holder of the contractor's debt, was one of the most interesting citizens in the valley. His daughter spoke of him as a local Wm. Lloyd Garrison. Because of an application made by Mr. Gildersleeve, Reuben Nelson raised the question of ". . . admitting colored scholars." Consideration of the question was postponed and did not rise again. In 1849 this was an issue which roused violent feelings. The "colored scholars" would have been runaway slaves or related to those who had already escaped to Canada. William C. Gildersleeve had come to Wilkes-Barre in 1821 and ran a store . . . "on the North side of Northampton Street near its intersection with River Street." Born in Georgia, Mr. Gildersleeve had very strong views on the slavery question. "His home and store buildings soon became stations on one of those mysterious 'underground railroads' which accounted for the escape of many runaway slaves into Canada." Between Wilkes-Barre and Carbondale, Providence had a station.

Thus Mr. Gildersleeve often made night trips to Providence with some fugitive. From Providence the runaway was usually taken to Montrose and thence to the border. In 1841 Wm. C. Gildersleeve had brought an abolitionist from Boston to speak in Wilkes-Barre. A mob broke up the meeting. Before the speaker got out of Wilkes-Barre, Mr. Gildersleeve was caught in a trap baited with a forged note. A pail of black dye was poured over Mr. Gildersleeve and then he was ridden on a rail to his home where his daughter aided in his release. Windows of his home were smashed by the mob and some furniture was broken. James Nesbitt, the father of Abram Nesbitt, was one of two men, who with pistols forced the crowd in front of the Gildersleeve home to disperse. William C. Gildersleeve lived to see his fellow townsmen adopt his own views on slavery, for he did not die until after the Civil War.

With a settlement acceptable to those concerned, the contractor's claims ceased to be a constant threat to the continuance of the Seminary. In March of the year of crisis, 1847, the Trustees had to decide what to do about the money due on the apparatus, since the final date for promised payment had passed. The sum still due was $276.07 which included "the interest and the cost of protest on acceptance sent them signed by Thomas Myers, Treas." The Board authorized the Treasurer . . . "to loan $200 for one year and give his note for the same on behalf of this Board." This bill was finally paid in full on August 7, 1847, the total at that date being $278.78. After more than two and a half years of hectic financing the chemical and philosophical apparatus was actually the property of Wyoming Seminary.

Although the worst of the debt crisis was over by 1848, there were many months of close figuring when any expedient that would tide over had to be tried. In the winter term of 1847-1848 neither David Carrier nor Reuben Nelson drew his salary. In 1850 the Treasurer was paying interest to Giles LaBar, a teacher, for money he had loaned to the school. In September, 1848 the Primary Department was merged with the Seminary proper. The Primary school had not paid its way and had been a financial problem every year. Yet conditions steadily improved.

In the 1850 report of the Trustees to the Oneida Conference these encouraging facts were given: At the beginning of the year the debt had been $875.00 but at the close of the year it had been reduced to $711.64, the reduction having been paid out of the regular income of the school. Not only that, but repairs had been paid for to the sum of $325.66. The total salaries paid to the teaching staff then added up to $1,723! This report was a follow-up after years when the situation had been more precarious. In the report of the Education Committee to the Conference in 1848 there is a statement which suggests there had been some criticism of the school's requests for funds during 1847: "It (Wyoming Seminary) asks no pecuniary aid . . . , but will continue to grow with God's blessing."

The factors which had saved the school during the debt struggle were: the character of the Principal and the standards he and his faculty maintained which inspired confidence among the patrons; the remarkable management of the school which kept expenses down and made the material equipment give the maximum of service; the growing

confidence of the Trustees in Reuben Nelson which led them to devote so much of their time and energy to the affairs of the school as well as to make loans and donations in emergencies.

CHAPTER VIII

These Men were Builders

IN THE small, dim-lit office of Wyoming Seminary to the right of the main entrance in the original Seminary building, on November 4, 1850, the Trustees were gathering for a meeting that marked the real turning point in the fortunes of the Conference school and of the young Principal. Toward such a meeting he had bent all his efforts. Before this meeting any unforeseen disaster could mean the end, closing doors, and the "for-sale" sign; after this there was an assurance of acceptance and support from those who believed in the school. Reuben Nelson was the youngest man among them, taller than most men, "splendid standing, well-balanced" as he stood ready to greet each newcomer. He was never effusive in his greeting but cordial and restrained. There was a sense of great reserves of energy, a quiet confidence.

When time to open the Board meeting had come, there were nine men besides the principal crowded in the room. Several of these men were the leaders in business and trade developments in the valley. These men had battled their way, often against great odds, from relative poverty and obscurity to their present positions. Only Samuel Wadhams had inherited money. All of these business men were staunch supporters of the Church. Two of them, Lord Butler and W. W. Loomis, were local preachers of the

Franklin Street Methodist Episcopal Church in Wilkes-Barre.

The ordinary talk of the business day, the weather, and politics died away as the Reverend David A. Shepherd usually spoken of as "Elder Shepherd" (Presiding Elder of Wyoming District) called the meeting to order. Prayer opened the proceedings. Their routine business began in the usual manner. A resolution required the Secretary, Nelson Rounds, to note the reelection as Trustees of Z. Bennett, Lord Butler, and George Burrows. Then a resolution of thanks to Judge Conyngham, for his services in legalizing the Charter, was adopted and Nelson Rounds was directed to make a copy and present it to the Judge.

The next order of business was the reports of Committees. "The Committee on out-house reports progress. Report accepted and further time allowed them." Then the "Committee-on-enlargement-of-premises" made its report. The committee recommended that 35 feet of land on the North end be purchased, "and that if 50 feet over and above the 35 feet can be procured on reasonable terms of Mr. Myers or Mr. Price, said 50 feet be also purchased. *Report adopted* and Committee continued." This same Committee (a kind of predecessor to the Buildings and Grounds Committee of today) then presented "a draft of the proposed additional building, estimating the cost of $3,000." At this point in the meeting William Swetland offered "to erect the said additional building by his own voluntary contribution." Hardly had a committee of three been appointed to express the gratitude of the Board "in view of Br. Swetland's magnificent proposition," when Judge Bennett offered a library to the Seminary, one half

to be given when Swetland Hall was finished and one half when "the other contemplated building should be erected." (This second Hall was never to be erected as the South wing of the old Seminary building, but the first Swetland Hall would be in service by the next anniversary day.)

In the meantime business continued with the report of the Auditing Committee. "The Committee on disposition of the present library of the Institution being called upon, were not prepared to report, and further time was granted at their request." Next the chair appointed a committee "to procure a steel or copper plate giving a view of the Seminary premises." Of the Committees, the last to report was "The Committee on Incidental Expenses" which suggested "that a partition be run through room No. 9. *Report adopted* and the partition ordered." Two more small items were disposed of quickly, and they adjourned until 2 P.M. on the 12th of December.

Another milestone had been passed on the road to a successful school, one of the most difficult. The young principal, and he was 15 to 20 years younger than any of the other nine men gathered in his office, now had the satisfaction of knowing that these community leaders, both from the West side and Wilkes-Barre, had accepted him and had approved his methods and his standards. These practical and substantial evidences of their approval were his reward. As he looked around at the faces of the men who so filled his office with their presence, Reuben Nelson must have felt his unremitting labors for the school had been justified. For some time no doubt those who could remained to study the plan of the first Swetland Hall and to discuss the possibility of a second addition.

William Swetland was a man to inspire confidence by his very manner of standing and the tone of his voice. "To a figure compact and well-formed, William Swetland added a well-shaped head, square shoulders, and a ruddy face glowing with health, revealed a pair of eyes that looked at you with the kindliest expression of good will and benevolence.

"His manner was frank and ingenuous, and marked by an easy concern for formalities, which showed an indifference to ceremony." He was fortunate in that . . . "nature had presented him with a working constitution . . . and a flow of animal spirits animated the countenance that was both imposing and attractive." Because of this he had a large capacity for hard work " . . . and by a systematic disposition of his time he accomplished an amount of labor that few men would have achieved." In his portrait there is evidence that ". . . self-reliance was with him a marked characteristic, and this quality was softened by great good sense, and tempered by a desire to be just."

These qualities of self-reliance, capacity for hard work, a desire to be just, and an ability to manage money and property first attracted William Swetland to Reuben Nelson in not only a church and school relationship but in a deep personal friendship. Later on William Swetland stated that he had been first drawn to Reuben Nelson by the latter's industry and his ability in managing the Seminary under the most adverse circumstances. Their acquaintance had begun under somewhat unusual conditions in which another early trustee of the Seminary played the chief role.

Thomas H. Pearne became an ex-officio member of the

Board of Trustees after the Oneida Annual Conference of 1847 which assigned him to the Wyoming Circuit for the year 1847-1848. At the August 30th meeting of the Trustees that difficult summer Reuben Nelson welcomed him as a member. He was one of the most alive and aggressive preachers in the Oneida Conference, working beyond his physical capacity to such an extent that he had to leave this climate in 1851 for the mountains of the West. Even that shift did not decrease his labors but increased them. He was the first presiding elder in the Oregon District. His territory included Oregon, Washington, and Idaho territories which necessitated 2,000 miles of travel on horseback each quarter.

Such a vigorous personality was bound to leave an impression on all with whom he worked. He roomed and ate in the Boarding House which Thomas Myers had just built across from the Seminary. With his headquarters there, he went to work in such a spirit that the course of Methodism was changed on the West side. His proximity to the Seminary implied a close association with Reuben Nelson. During the month of March, 1848, a series of revival services were held in Wyoming by the Reverend Thomas Pearne assisted by Reuben Nelson. Among the many converts who came forward were three leading citizens who were destined to become benefactors of Wyoming Seminary and who began two important family continuities on the Board: William Swetland and his son-in-law, Payne Pettebone, and Isaac Shoemaker. There is every evidence William Swetland was the moving spirit in this closer relationship to the Methodist Church and its Conference School.

William Swetland was the son of Belding Swetland (who had been a witness as a boy in the company of his father of the Wyoming massacre). He was born in Sharon, Connecticut, on June 26, 1789. His family moved first to Mehoopany, Pennsylvania, and then to New Troy (Wyoming after 1839). There the boy grew up on the farm. When he was twelve years old he went to work in the store of Elias Hoyt, the brother of Ziba Hoyt, a member of the Seminary Board in 1847. Like Ziba Bennett, whose early experiences were similar, young Swetland showed such ability and industry that he replaced the chief clerk who was too affected. In 1815 he was able to open a store in Wyoming in partnership with Elias Hoyt on his own property with an initial capital of $300.

In 1816 Belding Swetland died leaving twelve children. The eldest son, William, had promised his mother before her death that in case any such blow should befall her family he would take care of his brothers and sisters during the minority of each. He not only assumed this obligation, but he paid a specified sum to each as he or she became of age. This burden must have been a strong motive to develop his business interests. He did expand, taking in as partner first T. Baldwin and then Payne Pettebone. He owned later a gristmill, a saw mill, and a distillery, the latter of which he had already closed before he became a church member. The other two he had just traded for coal-lands on the Lackawanna River. His store became so well-known that his customers came from Mehoopany, Skinner's Eddy, and Meshoppen. In the mid-1850's he became the first president of the Lackawanna and Bloomsburg Railroad and also the president of the old Pittston

bank. Since he was a Democrat by party affiliation before the war between the states, he had aided in founding the newspaper, "The Republican Farmer." He had also served three years as a County Commissioner of Luzerne County.

William Swetland did not smoke or drink. He matured early as many of the farm boys did because he had to pitch in and help his folks. His regular habits, natural abilities, and great energy made advancement rapid. He had not hesitated to assume great responsibilities in his twenties. These responsibilities had been a lever to widen the scope of his commercial activities and likewise deepened his human sympathies and his sense of values. He was willing to assume responsibilities for Wyoming Seminary in those years of minority when there was no assurance of survival. He helped to see the school through the ordeals of chronic debt and fire. He moved through his times with great courage and a strong faith in the future. William Swetland was one of those fortunate men who make close friendships and keep them; he and Payne Pettebone were far closer than business associates; his association with Reuben Nelson was bound by ties of mutual admiration. Yet these friendships were undisturbed by the independence of thought and action on the part of each.

Ziba Bennett, who had offered the library, complete, when both of the projected wings had been added to the old Seminary building, had already proved his mettle and counted Reuben Nelson as a friend. A somewhat reticent man, he had a reputation for scrupulous honesty, gentlemanly behavior, and kindliness. He made it a point of pride to avoid quarrels and disputes. In the dimming light of that November afternoon there was an amiable twinkle in

his eyes which softened the stern line of his mouth and set of his jaw.

Ziba Bennett was one of the leaders of Wilkes-Barre in business, financial, political, and religious life of the community. The solid qualities of the school manager and the church leader in Reuben Nelson had attracted the older and successful man. At the August 30th meeting of the Trustees in 1847, Ziba Bennett had first taken up his duties as a member. He had been elected to replace Sharp D. Lewis. Like William Swetland, Ziba Bennett was born in Connecticut at Weston, on November 10, 1800. He was the fourth child born to Platt and Martha Bennett. Not long after his birth, his family moved to a farm near Elmira, New York. Because he showed characteristics early in life which contributed to his later success, Judge Mathias Hollenback, who owned a store in Elmira, persuaded Platt Bennett to let the boy work in the store. This arrangement was made and at 14 years of age Ziba Bennett began his career. After serving as a Junior clerk for a year in the branch store at Elmira, he was transferred to Judge Hollenback's main store in Wilkes-Barre. He arrived on June 16, 1815, to take up his new position. When the Hollenback store was moved to the corner of River and Market Streets (where the Amoco gas station is now) in 1820, Ziba Bennett was the chief clerk. Two years later he became a partner and in 1826 established his own business on property he purchased on North Main Street. 1829 and 1830 he had been associated with the group of business men including William Swetland who established the Wyoming Bank; he was the first secretary of the bank and a director. Before the opening of Wyoming Seminary he

had served a term in the state legislature, and was at the time of this Trustee meeting an Associate Judge to Judge Conyngham in the Luzerne County Court.

His entrance into the Methodist Episcopal Church membership and work was typical of his time. He showed the same initiative and enthusiasm in his relations with the Church as in business. During a camp meeting at Spring Brook . . . "Ziba Bennett and others were converted to God." This was during the ministry of Elisha Bibbins who was on the old Wyoming Circuit in 1820-1821. This intrepid circuit preacher wrote, "During the second year we gathered into the church about eighty members. They were mostly young persons, but notwithstanding their youth they were the most active young converts, as a class, I ever knew. Among them were Z. Bennett, Hannah Slocum, L. Butler, S. D. Lewis . . . I remember Judge Scott once remarked to me in reference to these converts: 'You can convert the world with such a company of Christians.' " He donated the lot on Franklin Street, on which the Methodist Church was erected. He had been one of the first Trustees of the Church. "His stable always had a stall for the itinerants's horse, a bed and food for the itinerant minister."

At the time he became a Trustee Ziba Bennett had for some years been regarded as one of the "leading business men of the Community." He refused several requests that he go into politics for a career. "Although not caring for public honors, and avoiding prominence so far as lay in his power, he was by no means indifferent to public affairs; on the contrary, he was unselfishly interested in every question that concerned the people. . . . Judge Bennett possessed

the public confidence to a degree seldom exceeded. Every trust confided to him was administered with religious exactitude and never with an eye to his personal advantage. His careful and methodical business habits were carried into public life with the happiest effect upon the affairs transacted." Not only did he and Reuben Nelson have this in common, but their mutual regard for the church united them more closely. Ziba Bennett was . . . "truly a religious man, and it is not too much to say that his whole life was sweetened, ennobled, and rounded out by his sincere Christianity." Although the two men might disagree in policy as was the case in 1853 when the Trustees from Wilkes-Barre wanted to move the Seminary across the river, nevertheless, good sportsmanship and mutual forbearance prevented any serious or permanent break.

Another of the Trustees from Wilkes-Barre who was present that eventful day and who probably left the meeting in company with Ziba Bennett was Lord Butler. He was in his second period of service as a Trustee of Wyoming Seminary. He was Secretary of the Board for 1852-1853 following Nelson Rounds, who had been writing the notes of the business of this day's meeting. Lord Butler came of one of the most famous pioneer Connecticut families in the valley. His grandfather was Col. Zebulon Butler who had been one of the leaders in the disastrous defeat and massacre. His father, Lord Butler, although born in Connecticut, led a very active public life in Luzerne County and was known as General Butler. The Trustee of the Seminary, the youngest son of General Butler by his first wife was born on October 18, 1806. He was

trained as a civil engineer, "but up to the year 1829 was a farmer and merchant. From 1829 to 1834 he was engineer and superintendent of the North Branch canal." He was one of the Engineers in building the railroad from the canal terminus at White Haven to Mountain Top. At the time of his Trusteeship he was engaged in the coal mining business at Pittston with his brother, John L. Butler. It was this connection, the reader will recall, which led E. F. Ferris to make his home in Pittston.

Lord Butler lived in a brick house on the Public Square. (The house built . . . "by his father-in-law, Joseph Slocum, was the first brick building, and also the first three-story building, erected in Luzerne County".) He was a Trustee of the Franklin Street Methodist Episcopal Church, a class-leader, a Steward, and Sunday school superintendent. Not long after the final decision to rebuild on the Kingston site Lord Butler ended his connection with the Seminary Board. Although he did not establish as close a connection with the school as Reuben Nelson, yet during his period as Trustee he was in regular attendance, and served on committees continuously. He had a tendency to florid writing characteristic of his period.

Mention should be made of the third resident of Wilkes-Barre who was present at this November meeting of 1850. W. W. Loomis served for twelve years as a Trustee of Wyoming Seminary and was for ten consecutive years the secretary of the Board. He was another native of Connecticut, born at Lebanon. While William Loomis was still a small boy, his father moved to Northmoreland Township. He attended "the old Academy on the square" . . . and then . . . "he was bound out to Edward Taylor to

learn the harnessmaker and trunk trade which he followed from that day . . ." save for a few years when he ran a general store with James Jones on West Market Street. He had early joined the Methodists attending services in "Old Ship Zion." He became a local preacher like Lord Butler and Sharp D. Lewis; he followed Ziba Bennett as the superintendent of the Franklin Street Church School. He served as burgess of Wilkes-Barre during eight of the years he was secretary of the Board. He served later as mayor when Wilkes-Barre was a city. It is of interest in the light of the present situation that William Loomis was commissioned by President Lincoln to go to the army and collect votes for the president in the election of 1864.

The only Trustee among the group who had been born to money was Samuel Wadhams. His father, Calvin Wadhams, had built up the family fortunes by hard work and shrewd business foresight. He was one of the pioneers who laid the foundations for the stable economic life of the Valley after the Massacre and Pennamite struggles. His son "inherited largely the energy, character, and views of his father; was a man of good business qualities, even tempered, and of friendly disposition." Samuel Wadhams had received the major portion of his father's estate. "Stepping into the occupation of so large an estate, he exhibited great skill and judgment in the management of it, and made valuable additions to it. . . . He was probably more cautious than he might have been, in view of his accumulation of property. But he had that other and probably more useful qualification, prudence. . . . He was cautious in entering the great field of speculation which lay before him;

he hesitated at the contraction of debt. . . . He had enough."

Perhaps it was this habit of caution which prevented the building of a proposed "Wadham's Hall" of which Judge Jessup had spoken four months earlier. The manner in which Judge Bennett donated his gift of a library suggests that there was still hope the other hall or wing would be a gift of friends of the Sem. However that may be, he served as a Trustee from 1849 to 1853 and his son, Elijah C. Wadhams, was a member of the Board from 1868 to 1878.

Another Trustee born in Plymouth was William C. Reynolds. He served on the Board for 13 years and was the Treasurer during the critical debt period. Born in 1801, he was educated in the old Wilkes-Barre Academy. He wanted to go to Princeton but family finances forced him to go to work. He was one of the pioneers in developing the coal industry and ran a shipping business carrying products of the Valley to market. He entered the firm of Gaylord & Reynolds. They shipped coal, grain, and lumber by the river in season, over the Wilkes-Barre Easton turnpike in winter and later on by canal boat. They ran general stores in Plymouth and in Kingston. He was one of the group who organized the Lackawanna and Bloomsburg Railroad. William C. Reynolds served in the state legislature and in 1841 was appointed an Associate Judge in County Court for 5 years. "He began business with . . . small means, but as an offset to this, he was untiring in his efforts." At the time when he and H. B. Wright were plow boys on the Shawnee Flats, they talked at lunchtime, and one day W. C. Reynolds said this in regard to success: "*The will is half the battle, and determined perseverance*

with upright, temperate, moral deportment the other half."

When the office was again just the hub of the day's school routine, the Principal could resume his work with the renewed feeling that he could and would make this school the best academy in the land. Both the problem of a Boarding Hall and additional student rooms were on the way to a suitable solution. The need for both had arisen before the end of the first year. The Chapel had been too small from the beginning.

The second Wyoming Seminary building was really the Ladies' Boarding Hall. This was a . . . "plain, white, wooden building utterly destitute of architectural beauty; its reason to be lay in its usefulness."

Thomas Myers with his usual initiative built the boarding hall in 1847 on his own land across from the old Seminary building on the present site of Sprague Memorial Hall. He evidently had it ready for the Fall term in 1847. This Boarding House was then leased to a steward who managed it. Rooms were rented and meals provided especially for students, but members of the clergy and probably the teachers made use of this new convenience. In December Thomas Myers gave the Trustees another jog when he offered $500 toward the enlargement of the building providing it was completed before September 1, 1848 and provided it cost at least $2500. Indeed, if the addition were erected on the front he offered ground for a road on the northeast side; if the Board wanted a separate Primary School building he offered a lot on College Street. The Board did not accept his offer. However, in April, 1848, the Trustees rented the Boarding House beginning on

August 23rd for one year at $125. The Trustees then appear to have sub-leased the House to some responsible person to manage. The same arrangement was followed in the school year 1849-1850. But by 1850 the growth of the school required a new building, extensive repairs on the old Seminary building and a closer control over the Boarding House across the street. Before the end of the Spring term in 1850, William Swetland purchased the Boarding House, and a committee of five was appointed to consider enlarging the Seminary building. The year 1850 was one of plans for the expansion of the school's facilities. The first half of 1851 was a period of building and improving. New outhouses, a new fence, and a pump on the property were among the improvements. Swetland Hall was built in the spring and connected with the original Seminary building as the North wing. It had a cellar and was heated by two furnaces; there were also chimneys so that stoves could be used.

The Anniversary Exercises of 1851 were the most important since the opening of the school. Wednesday, July 16th, in the afternoon the dedicatory speech was delivered following the gentlemen's compositions. "The day was beautiful; the warmth of summer just tempered by a gentle breeze from the West, and at an early hour a large assembly of Ladies and Gentlemen had collected in the grove adjoining the grounds of the Seminary . . . ," in fact just beyond the new wing. Swetland Hall was dedicated. Dr. George Peck was the dedicatory speaker. "The new building was a large and commodious Hall forming the North wing of the Seminary. . . ." This was likewise the first time diplomas were granted. Five girls received them from

the hand of the Rev. David Shepherd at the close of "the Ladies' Exercises" in the morning of the Anniversary day. The first of J. W. Westlake's long poems was given as a part of "the Gentlemen's Exercises" in the afternoon. He referred to the gift in these lines,

> "Shall we, I ask, forget the generous hand
> That bids yon hall in towering grandeur stand?
> No: when that hall in mouldering ruin lies
> From many a heart shall grateful thanks arise
> While every age shall greater lustre lend
> To thee! our *benefactor* and our *friend*."

On the front of each building there was a new marble slab: on one was cut "Wyoming Seminary 1844"; on the other "Swetland Hall 1851".

To raise the necessary funds to pay for the lot, the furniture, and the heating apparatus along with repairs in the old building the Rev. David Shepherd was to open a subscription "at all different appointments on the district." The amount needed was $1000. At the June meeting of the Wyoming District Ministerial Association the Rev. Mr. Shepherd presented the need of the Seminary and members present made subscriptions to the fund. The lot on which the first Swetland Hall stood had been purchased from G. Price on terms which gave the Seminary eight years from April 1, 1851, to pay. Twenty-five dollars was paid in cash. The teachers' salaries for the term that ended in July 1851 were voted in January 1852. The Rev. Mr. Shepherd was unable to carry out his subscription campaign because of ill health; thus this debt became an additional problem. Apparently Dr. Nelson paid the

bills and let the Trustees owe him, for at the January 28, 1852 meeting of the Board two notes were given him: one for $1500 payable in one year with interest; the other for $1330.11 payable on demand with interest.

However, the debt, as usual, was not allowed to put a wet blanket on plans for further expansion of the property of the Seminary. At the opening of the year, 1852, Lord Butler read a paper to the Board on "preliminary steps towards erecting an additional building." With the project stated, the Principal as usual began to cast about for a way to raise the money needed to build the South wing. In January, 1852, he wrote to the Principal of the Genesee Wesleyan Seminary at Lima, New York, for information about their method of selling scholarships. He likewise sought information about their boarding hall, a fact which suggests that the plan of rental and sub-leasing was not satisfactory. This is the information received from the Rev. M. Crow dated January 31, 1852: The scholarships were in use to such an extent that of more than 500 students attending in one term, ⅔ were on scholarships. Each scholarship sold for $100 and a student generally used $10 to $12 a year. The scholarships were mostly perpetual. The Lima Seminary was also successful with its Boarding Hall which "besides paying its own way, has, for two or three years past, made all the repairs on the buildings and premises. . . ." By such means Reuben Nelson assembled the facts to present to his Trustees. In June, 1852, he submitted to them a plan which was adopted in October, 1852. These scholarships were to raise sufficient funds to enlarge the buildings. The plan adopted was as follows: 1000 scholarships were to be sold at $25 each.

The holder of such a scholarship could use it to pay the tuition in the higher English branches, Latin and Greek, French and German, and room rent for three years; or in the common English Branches and room rent for 4 years. These scholarships were to be sold for cash or $12.50 in six months and the remainder at the end of the year. The scholarships were transferable. Reuben Nelson and the Rev. L. D. Walker were authorized to sell the scholarships. Dr. Nelson kept a small leather pocket notebook with the scholarships he sold listed by number and the name of the purchaser. Those sold by L. D. Walker are noted. Most of these scholarships were sold by Reuben Nelson and by the Rev. George Landon, who was appointed by the first session of the Wyoming Annual Conference as the agent of the Seminary. Dr. Nelson sold the scholarships from No. 1 through 100, from No. 600 through 704, and all but a few above 800. "From 100 to 600 left as numbers to be filled by Agent, G. Landon," and "From 704 to 800 left as numbers to be filled by Agent, except 750 sold by me." Although the number to be sold was 1000 or they would all be cancelled, the actual sales reached only to scholarship numbered 957. However if most of those were fully paid that was a tidy sum of over $20,000. Of course most of these were sold after the fire in 1853.

Each scholarship form, which had been designed by William W. Loomis, had the steel engraving of the old Seminary building before Swetland Hall was added. On the back of each the Principal kept the account of the amount used for a term in very small (but distinctly readable) figures.

The Reverend George Landon was to sell scholarships only as a part of his task of securing subscriptions, collecting old bills, and selling the Seminary in the various districts of the Wyoming Conference. He was to be paid $600 a year which was quite a jump over the sum the first Agent, John Benham, had received. Before the close of the year, 1852, the plans were laid and schemes set in motion which unwittingly were of immeasurable assistance in carrying the Seminary through 1853, the second year of crisis.

At the opening of 1853 William Swetland sold the Boarding House and lot to the Seminary "at what it has cost him, including repairs and interest, deducting the rent received." At last Wyoming Seminary became a boarding school in its own name. The Trustees decided to add two stories to the Boarding House and to add a South wing to the Seminary building which would balance the North wing. To do this required the purchase of a small strip of land from the Methodist Church on which the new building would stand. This land was purchased on February 11, 1853. Even though the necessary land had been purchased, the South wing was destined never to be built.

CHAPTER IX

The Second Enemy—Fire

AS IF they had a premonition of the coming disaster, the Board authorized Ziba Bennett at their February 11th meeting (about a month before the fire) to purchase additional insurance "upon the old Seminary building."

The disaster fell on the night of March 14, 1853, at the close of the Winter Term, while all the dormitory students were still there. A cold and blustery March wind

". . . came rudely roaring forth,
O'er mountains bleak, and meadows cold and bare . . ."

Such a stormy evening would have made heating difficult especially in the upstairs rooms and at the back of the building. Sticks of hemlock were burned in the small student room stoves. Before the candles and camphrene lamps were extinguished for the night, many of the stoves had, no doubt, grown red hot. Between eleven and midnight, someone saw the first tongues of flame "burst out through the roof at the west end of the old Seminary building," and "near the cupola." In one of the two attic rooms for students, the fire had "most probably been occasioned by a stove near a lath and plastered wall." The real cause was never known but the Principal believed it was due to one of the room stoves.

"When first discovered the raging element was confined mostly to the roof, and had made considerable headway." There was the first wild cry of, "Fire!" Then that dread moment of silence filled with the storm and the just audible crackling of flames. "Fire! Fire!" The shrieks grew louder as frightened voices both inside and outside the building took up the cry of warning. Fortunately for the students, many of whom were in the first deep sleep of the night, the fire enveloped the cupola and spread along the roof first. No mention is made of the bell ringing the fire alarm and this is doubtless due to the fact it was impossible for anyone to reach the bell rope.

Those who gathered as the pandemonium increased tried to help. Their first concern was, of course, the sleeping boys (no girls roomed in the old building). However, it was necessary to arouse the girls in the Boarding Hall across the street, for there was every possibility the high wind would make it difficult to save any surrounding property.

"A hundred more the dreadful panic take,
And haste, bewildered, and but half awake . . .
They wildly flew, alarmed, amazed,
Through halls where falling timbers blazed;
And, dumb with terror and affright,
Rushed out into the awful light
Of flames that from the building rose . . .

There stood with dim, bewildered gaze
Fixed on the heaven-aspiring blaze."

Most of those who had escaped had no time to save any of their personal belongings. The fire had spread very rapidly, fanned by the gale, and the two buildings were

soon a roaring mass of flames. The rescuers had had little time to do more than arouse the sleepers. The awful uncertainty continued until dawn as to whether every student had succeeded in escaping. "But for the efforts necessary to arouse the students, more of the property in the building, perhaps, might have been saved." Another account stated, "A fire engine and carriage were taken over from Wilkes-Barre as soon as possible but did not arrive in time to extinguish the fire." Kingston had no fire apparatus, even of the crude variety in use in 1853; indeed, it was not until 1861, two years before the next Seminary fire, that the first piece of apparatus was purchased in Kingston. "Other buildings nearby, including the Church and Boarding House, were saved uninjured." Considering the proximity of both buildings and the March wind this was no small feat. But the Library (in Swetland Hall) and "most of the furniture of the institution with much of the effects and clothing of the students . . . were consumed." Because there were clear heads in the panic, "most of the Chemical and Philosophical Apparatus was saved." (The Laboratory, the reader will recall, was on the second floor of the old Seminary building.)

After the collapse of the cupola and the roof, the more spectacular phase of the fire passed as well as the period of greatest danger to surrounding property. As this night of terror wore on, the fire died down, and the crowd remained to watch while newcomers frequently appeared to seek a relative among the students or to watch the end of the first Seminary. Not until the cold dawn was it possible to check on each student who had been rooming in the building and to make certain,

"That not one precious life was lost . . ."

When the sun rose, only "blackened walls" and "fire and smoke" in smouldering ruins remained. Lord Butler, at his own request, wrote the report of the fire for the Trustees' Minutes. He wrote the following florid account for the permanent record. "The sun that for more than eight years had cheered with its genial rays this hall of learning, on the morning of the 15th of March, 1853, shed its first light upon smouldering ruins and walls tottering to their fall. Thus suddenly disappeared this much loved seat of learning, yet it fell not alone. Swetland Hall and Bennett Library too lies in ruins. Though we look not upon the Hall of that 'thankoffering' teeming with life, yet pleasant thoughts and associations cluster around it, that will not soon be summoned from the store-house of memory."

How great this catastrophe was it is hard for us to understand. In the pre-Civil War era ruin by fire usually meant the end of the school or college. The insurance would not cover the loss. The Wilkes-Barre Advocate reported, "The building and property were covered with insurance to the amount of $7500 which will probably cover at least three-fourths of the loss—$2500 of this amount is in the Luzerne Co." Yet Lord Butler was able to write the following as evidence of the spirit of the Trustees, and especially the quality of leadership Reuben Nelson represented: "With humble submission to our Heavenly Father's will, we turn from looking upon these ruins, relying upon Him who hath hitherto helped us, buoyant with the hope (for man's extremity is God's opportunity)

we enter with heart and hand upon the rebuilding, pledging to each other cooperation and mutual support."

In fact, throughout this grim night, the greatest burden of responsibility must have fallen upon the Principal, both for lives of those under his charge, and for the very existence of the school given into his custody during the summer of 1844. No doubt he was, in part, responsible for the evidences of some organization and plan during the worst of the fire, that every student had been accounted for, that he had succeeded in salvaging the records and most of the apparatus which he had first set his heart on, which he had so widely advertised, and had gone into debt to purchase. He stood with the crowd in morning light ruefully surveying the ruins. One of the boys who stood nearby recalled, "I heard William Swetland saying, 'It does not look as well as it did yesterday; but money can make it look better.' " There was a promise in those words as well as the cheer of a friend's support. These hours were the test of Reuben Nelson's leadership as well as his courage. He had his answer. His Board of Trustees rallied round him and not much time that day was spent staring at the destruction. Action took the place of both words and sense of loss. The Trustees appointed, as soon as they called their meeting to order, a building committee.

"They faltered not nor trembled 'neath the weight
But quick resolved, although the work was great
That from those ashes phoenix-like, should rise,
A noble building. . . ."

Even as the Board was deliberating that morning, visitors were coming from far and near to see the ruins. The

Trustees decided that taking down the walls was "imperiously demanded" to prevent injury to visitors by falling walls. The stark and blackened walls would yield many good rebuilding bricks; provision was also made for cleaning stone sills. Then a committee was appointed to raise $1,000 in Kingston. Mr. Walker was appointed agent to get rebuilding subscriptions; Rev. David Shepherd was authorized to continue raising money throughout his district. The faculty was to determine what steps should be taken for the spring term. School was kept open during the spring term in the old "Hoyt house" under Professor Young C. Smith.

Although the building committee was authorized to sign necessary contracts and Reuben Nelson was empowered "to purchase the lot adjoining the Seminary property owned by Mr. Price" with a frontage of 67 feet, before the end of that fateful month of March another crisis arose, this time within the Board of Trustees. The meeting of March 23rd opened with the reading of a letter from Thomas Myers which had been written earlier that same day. The letter stated that $1,815 had already been subscribed . . . "by the people of Kingston for the rebuilding of the Seminary with the guarantee that the subscription should be raised to $2000." The old rivalry of 1843 flared up. The Minutes continue, "Whereupon the Trustees from Wilkes-Barre; namely, Ziba Bennett, W. W. Loomis, and L. Butler, offered to the Board a guaranteed subscription of $7,000, together with an acre of land one half mile south of the center of the Borough, said acre of land valued at $1,000, with the privilege of another acre, by purchase, provided the Board of Trustees rebuild

Seminary buildings on site of the river in or near the Borough." This was an offer which left no room for doubt as to which was the larger. A discussion followed which must have been kept in bounds only with great tact and forbearance.

Reuben Nelson offered the resolutions which the Trustees voted on to settle the issue. The first resolution was a carefully worded expression of thanks in which the members of the Board . . . "gratefully appreciate the highly commendable liberality evinced by said proposition." But the second resolution contained the gist of that matter, that . . . "in view of the difficulties attending the removal of the Seminary, which difficulties grow out of our Charter and our relation to the Conference we cannot accept the proposal to change the site of our institution."

The vote was 6 to 3. For the West Side: Swetland, Reynolds, M. F. Myers, Rev. Mr. Shepherd, the Presiding Elder of Wyoming District, Rev. George Peck, the preacher in the Wilkes-Barre Church, and Reuben Nelson. For Wilkes-Barre: W. W. Loomis, Ziba Bennett, Lord Butler, all members of George Peck's charge.

Then to soothe the three defeated representatives of the Wilkes-Barre offer, their objections were stated in the Minutes. The minority, "grateful for the indulgence allowed them proceed to discharge an important obligation laid upon us by our fellow townsmen, in their munificent offer in the hour of need and extremity faced by the Board of Trustees of the Wyoming Seminary, which offer being rejected by the majority as we believe against the true interests of the institution, the Church, and the public. . . ."

They answered the objections by calling attention to the fact that the charter did not name the location at the time of founding and could be easily altered; also the Trustees were not too closely tied to the Conference but acted as any business organization.

Although the above actions were the end of the matter as far as the Board was concerned, one cannot help feel that underneath there were other factors at work. Thomas Myers had given the lot on which the burned building had been erected and his generosity had made the West side the victor in the original subscription. Now he had succeeded in raising nearly $2000 in about a week and promised more. He had built the only building still standing which he had sold to William Swetland and which was in process of becoming Seminary property. In April, 1853, when Ziba Hoyt announced his resignation, Thomas Myers returned for another term of two years in his place. Then there was William Swetland, who had donated a building and now offered to rebuild; he was the holder of the Boarding House property which would be of little value if the school moved across the River. George Peck had always favored the West side and naturally voted with his brother-in-law, Madison F. Myers. This decision would likewise put the West Side lay Trustees on their mettle; they would feel obligated to insure the success of the rebuilding program. By the end of April there was evidence of this.

Although the month of March had left the school without even a classroom or a blackboard, before the end of the Spring term *three* new buildings were in the process of construction and the Trustees had decided to operate

the Boarding Hall directly with a steward. The insurance on the original Seminary building and the subscription from the West side helped to pay for the middle hall which has the cupola and the bell. It was called "Wyoming Seminary Hall." The plan at first was to have five stories and a cellar . . . "furnished with windows and an outside door." In May when the generosity of William Swetland and his group made possible more facilities, "the center Seminary building" was reduced to four stories and the projected second Swetland Hall was to be three stories instead of two. Wm. Swetland gave the necessary funds above the insurance money on the first Swetland Hall, to pay for the new building. Both of these buildings were larger than the two they replaced.

The third hall was donated only after some manoeuvering in which William Swetland was probably the strategist. In the April 18th meeting a resolution was adopted that anyone who contributed $1,000 to the Seminary should be a life director and be invited at the close of each term to take part in the Examinations and Exercises, and to sit with the Board of Trustees ("oftener if practicable") and make suggestions. Also these names would be included in the annual catalogue. Ten days later, when the Board met, Amos Y. Smith, Isaac C. Shoemaker, and Payne Pettebone were invited to be present and to take part in the discussion of the problem of rebuilding. "During the conversation Bro. A. Y. Smith made a proposition to donate $1,000 toward the said building, conditioned that Brother Pettebone and Shoemaker give an equal sum for the same object. Bro. Shoemaker proposed to give $1,000 on time without interest. Bro. Pettebone was not pre-

pared to make a proposition to give a definite sum, but held himself prepared to do all he could." And so the matter was left hanging fire. However, by the May 11th meeting the problem was solved. Payne Pettebone donated $1,000 and George Swetland (who was "a paying guest" this time too), the son of William, gave $1,000. These four gifts made possible the building of the third hall.

"Lo! now his sons, to emulate their sire,
And others twain, touched with Promethean fire,
Came promptly forth, while all the action praise,
And lend their means, another hall to raise,
Which, by its name, should publish far and near
This glorious 'union' in a cause so dear."

Thus Union Hall, which is at present next to the Nelson Memorial Chapel, received its name. Two of these men, Payne Pettebone and Isaac C. Shoemaker, became Trustees of Wyoming Seminary. Amos Smith and George Swetland could attend Trustee meetings at any time as life directors.

"New work resounds and tempered hammering,
And from the dust, as if by magic spring
Three stately halls, that here in grandeur stand,
To grace our valley, and to bless our land."

The three new halls were separated from each other by a distance of 35 feet so that fire could not again destroy more than one building. Swetland Hall stood on the site of the original Seminary building and extended over part

of the site of the first Swetland Hall. In the cupola of the center hall the bell, recast from the metal salvaged from the ruins (for which there was an allowance of 25 cents a lb.) and mounted on the recast yoke which had likewise been saved from the ruins, was again hung. It still *startles* the sleeping student at 6:30 A.M.

All in all, the disaster had been made to yield some great benefits. No lives had been lost. There was only one person who claimed damages, a member of the graduates, Miss Little. Most of the scientific apparatus had been salvaged. The Library was a total loss but Ziba Bennett generously donated a new library. Friends of the school had appeared where none were expected. For instance, $500 was raised in Pittston, Scranton, Providence, and Carbondale by the Rev. L. D. Walker, agent for the school. Urban Burrows of Gibson gave $500. Because of the generosity of the West Side supporters, the school would be able to open for the fall term with greatly enlarged facilities and a real boarding hall. There was no Anniversary at the end of the spring term but diplomas were awarded to six girls. When the next Anniversary Exercises were held, there was no orchard. The axe had removed the orchard to make way for Union Hall. This was but the beginning of changes which brought to an end the peaceful rusticity that had characterized the Seminary on "Back Street".

> "Lo! A new era dawns. The deep-toned bell
> Again resounds, the passing hours to tell
> Again, in hundreds, happy youths repair
> To yonder chapel at the hour of prayer. . . ."

Rev. Asahel L. Bronson and his wife were employed ". . . at a salary of $400 a year and board for Mr., Mrs., and son and room convenient to Boarding Hall." He was to serve as steward. He was listed by the Conference as a member admitted in full connection in 1852. In 1853 however, after a year on the Abington charge, he entered into his duties as steward and was listed as a supernumerary. In 1857 A. L. Bronson was listed as a superannuated preacher. His work was satisfactory; the Boarding Hall proved profitable.

The annual Report of 1853 to the Conference had this to say about the boarding arrangements, "The General Boarding Hall, and the building to be occupied by the Young Ladies, are on the opposite side of the street, and will contain a complete bathing establishment, to which the Ladies only will have access. The rooms will all be heated by furnaces in the basement of the building." The three new halls across the street were heated by stoves because of the expense of furnaces. The charges for board, room, fuel, and washing amounted to $2 a week. Lights, soap, and towels had to be furnished by the students. Single professors were required to room in the dormitories. Dr. Nelson and his family had charge of the boarding department. And now all students not boarding themselves were required to eat at the Seminary and to room in the dormitories.

A student of the 1850's wrote many years afterward, "Memory brings back to the writer a picture differing in many details from the present . . . (1890) Swetland Hall, Commercial Hall, and Union Hall stood each building separate. . . . The old chapel occupied the first floor of

Swetland." The Ladies' Hall, as the Boarding House was called from 1853 on, was a plain clapboard building three stories in height with two doorways, one of which evidently went into the steward's quarters. "The second and third stories were occupied by the preceptress and the young ladies under her care. At the right of the narrow entrance hall was the Seminary parlor. At the left the long, narrow dining room, containing two tables running the entire length. The girls sat in unbroken rows next to the wall, while in similar unbroken rows across the table sat the young men, who came across the street to their meals, and entered at the north door of the dining room. One exception must be made to this statement, a bachelor's division sat near the door."

And what of the food that was served in this first Seminary operated dining room? No student has left any impression he or she may have had of the meals. But out of the Boarding Hall Account Book there rise pictures of vegetable gardens, of a flock of sheep, of steer fattening for the butcher's knife, hens, and chickens. Prices paid for food would produce some budget revolutions in homes of the 20th century. Twenty-five live chickens cost the steward $3.51 and twenty-five sheep came at $3.00 a head. They were pastured nearby and when slaughtered the pelts were sold at 40 cents each. Cows for milk were purchased and then pasture was hired; cows were also purchased "for beef" (at $22 each). Pigs were purchased at $5.00 for each. There was a smoke house with the Boarding Hall where meats were preserved so that salted and smoked meats were served as well as fresh meat. Vegetables and fruit formed a part of the diet. In 1853 a

load of pumpkins cost only 75 cents; apples, grapes, peaches, berries, etc., were purchased in season. Prices in 1853 and 1854 before a rise began ran as follows: veal at five cents a pound, pork at seven cents a pound, beef at five and a half cents a pound, chicken at 6¼ cents a pound, etc. Spices, coffee, tea, sugar, and starch, molasses and syrup were purchased in Philadelphia and probably came up by canal boat. In 1856 flour was hauled from Scranton. In January, 1855, George Price received from the steward ten dollars ". . . for keeping cows and sheep, and for 31½ gallons of cider." Fish was purchased by the barrel and oysters, which were a regular item in the diet, by the keg. All the foodstuffs were purchased in large quantities (610 lbs. of pork). The food was plentiful, simple, and good (if well-cooked); water was served from the well at the Boarding Hall.

The first term the steward ran the boarding department he served meals to sixty-three boys and to Professors Y. C. Smith, J. W. Westlake, L. Praetorius, and C. W. Sharp; some forty-five girls ate in the dining room accompanied by the preceptress, Emily Carpenter. The Rev. Mr. Bronson paid out $1,834.27 which included articles to furnish the Boarding Hall and hired girls who aided in the kitchen, in cleaning, and did the laundry. The laundry house was a separate building, too, which was sold after 1866. The income for the boarding department was in this term $2,145.62 leaving a profit of over $300.

However, with the purchase of land and the building and furnishing of three halls even with the gifts, there was a fairly large debt which required more frenzied financing and many a night of worry and planning. After the build-

ings were finished the Treasurer's accounts showed debts of over $12,000 and pledges for over $7,000, leaving some $5,000 without any assets available. In the spring of 1854 two more properties were purchased, from Miner Swallow and Dr. George Peck, with notes on the Seminary given for over half of the cost. Then a furnace was installed in the center Seminary building. To increase the immediate income the Annual Report of the Trustees to the Conference was amended to ask for . . . "the hearty cooperation of the members of the Conference in the sale of scholarships and collection of money now due on those that have been sold."

This time the school was in no danger, for there were many friends and patrons who volunteered financial aid or with a little prodding did what they could. In the fall of 1853 there came to the Principal's desk from New York City a bill of $9.25 for "3 sets of type—38 letters" which had been receipted without payment; this unusual note was written on it:

" 'Freely ye have received freely give'

Dear Bro.

Accept this in the name of our Redeemer who kindly directed our brother to me—yours in Christ

Edmund Hoole"

In the spring term of 1855 the Trustees found it difficult to borrow from $1,000 to $5,000 but in May they collected the note due from Payne Pettebone for $1,000 with interest and "by error have collected a note" from George Swetland also for $1,000. This helped but did not clear away the indebtedness by any means. When the election of the faculty for another year came up, Dr. Nelson agreed

to be principal another year but on the provision that ". . . the amount of money necessary to pay the indebtedness of the Institution be borrowed by the Trustees so as to pay the floating debt of the same, and then the whole indebtedness of the Institution be funded by the 31st day of October next." The committee appointed to take care of the indebtedness reported in October notes drawn and signed by William Swetland and Isaac Shoemaker for $3500 payable between one and three and one half years.

Although the middle 50's was the most successful period of the school before the Civil War, new buildings brought increased expenses and the indebtedness was difficult to reduce out of regular income. During most of this time Dr. Nelson had money due him on one or more notes of the Board. When the panic of 1857 affected enrollment and times were not so good, he insisted on having his own salary reduced. In 1858 he agreed to pay for small repairs in the student rooms if the amount was not over $75; the Seminary assumed any above $75. In many ways unknown to the public, he continued to show his complete devotion to the interests of the school.

CHAPTER X

Prof. Y. C. Smith Becomes the Second Principal

WHAT the motives were which finally led Reuben Nelson to resign in 1862 and what motives prompted Young C. Smith to accept the Principalship in the hazardous years of a great war can only be read into the years preceding 1862 and into what is known of both men and of their relationship in those years. Certain it is that Reuben Nelson had given the matter of so important a change the deepest thought before he announced to his Board of Trustees that March day, 1862, his resignation "to take effect at close of the present term." And there is every evidence the Trustees were astonished and that they hoped to reverse the decision.

"In offering his resignation, Dr. Nelson, evinced by deep, heartfelt emotion, his reluctance at dissolving his connection with an Institution for which, after so many years of unremitting labor in its behalf he had formed an attachment, akin to that of a parent for his family. He expressed the kindest regard for the Board of Trustees, and stated that his only object in retiring from the Seminary was that he might devote himself more fully to the work of the ministry. After several attempts to speak more at length, but being prevented by his feelings, he retired.

After consultation upon the subject by the Board of Trustees, who were anxious to retain the valuable services of Dr. Nelson, "a committee went out to confer with him and ascertain whether he would consent to remain another year." In a few minutes the committee ". . . returned and reported that they would suggest that action upon the resignation be deferred until the next meeting of the Board."

When the Trustees met on March 8th, the committee of which W. W. Loomis was the chairman . . . "reported that they had not succeeded as they hoped, and trusting that the Board of Trustees might be able to assist them, they had invited Dr. Nelson to come before the Board that there might be a more general consultation upon the subject." After a "kind and interesting interchange of views" the Board resolved that the matter be "laid over until the next meeting." However, on March 18th, when the Board met again . . . "Dr. Nelson said that he could not change his mind in relation to his resignation.

"Z. Bennett then moved that we accept his resignation.—It was accepted, though with great reluctance."

A further clue to Dr. Nelson's argument is in this sentence from the Resolutions adopted by the Board: "Resolved, that in accepting the resignation of Rev. Dr. Nelson as Principal of Wyoming Seminary we do so with deep and heartfelt regret at the loss we sustain, but yield to his convictions of what seem to him to be the indications of Providence."

Reuben Nelson was evidently convinced that it was time for him to enter the broader field of the work of the Church, that Wyoming Seminary was firmly established

and could now be carried on by the Board and by his successor. Further than that he had a successor picked who he felt had shown more than any other man he had worked with the ability and capacities for the arduous and exacting labors in the principalship of such a school as Wyoming Seminary.

"Dr. Nelson . . . recommended Professor Y. C. Smith, A. M." who was to take "substantially the place of Dr. Nelson with the salary of $700.00.

"The proposition being made to Prof. Smith, he accepted it." The motion which elected him ". . . Principal of the Seminary" . . . was "*carried unanimously*." All this business had been completed before the Annual Conference so that each man could be appointed by the Conference to his new position.

When Young C. Smith accepted the office of principal that 18th day of March, 1862, he had just passed his 42nd birthday. He was in the prime of life. He had proved to be the most successful teacher Reuben Nelson had hired in those 18 years. He had worked in close harmony with the Principal and had frequently carried a heavy share of responsibility. A hard worker, a man of deep sincerity, a student more than a man of action, he possessed an enthusiasm, a mild kindliness of manner, and a youthful appearance which should have been assets in the job he now undertook.

Young C. Smith was born on February 4, 1820, in the Valley of Unadilla River in the town of South New Berlin. When he was a little over two years old, his mother died and he was brought up by his maternal grandfather, Mathew Calkins. The mold of his character and his de-

termination to secure an education gave evidence of his background. His schooling was limited in his first fourteen years to what the common schools of his day offered supplemented by a few terms at a village select school. For the young farm boy the year 1834 was an important turning point, for he started out "on his own." The fourteen-year-old boy began teaching to earn some money to continue his own education later on. Also that year William Round was a preacher on the Chenango Circuit and he reported "extensive revivals, especially on the Unadilla River from South New Berlin to Sidney Plains; a good work at Calkins, where Young C. Smith . . . was converted." Like Reuben Nelson he early began to earn his own way and he likewise entered the Methodist Episcopal Church where his future career lay.

In 1839, five years later, Young C. Smith went entirely out on his own resources attending with money he had saved, the Oxford Academy in the season of 1839-1840. This term was to prepare him for his schooling at the Oneida Conference Seminary at Cazenovia. Between 1841 and 1846 he was able to complete two and half years of academic work at the Seminary. The intervening time he taught school to raise money for his educational expenses. In 1846 he entered Union College as a junior and graduated with honor in a class of 80 at the end of the Academic year in 1848.

With such an excellent record he found no difficulty in securing a position as principal of the Deerfield Academy in Knoxville, Pennsylvania, for the school year 1848-1849. However, he did not remain in this first executive position a full year, certainly not long enough to become

familiar with the problems the academies all faced. Reuben Nelson from the beginning had sought the best trained talent Wyoming Seminary could possibly afford for the Latin and Greek classes. Thus at the meeting of the Trustees on May 31st in 1849, Reuben Nelson reported the teachers' committee ". . . had been in correspondence with Dr. Jesse T. Peck (later Bishop) and also with a Mr. Smith of Knoxville, Tioga County, Principal of Deerfield Academy, and with the latter of whom they had made arrangements for balance of present term." Upon this invitation Young C. Smith left Deerfield Academy before the spring term was far along and assumed his duties at Wyoming Seminary until the close of the regular Spring term in 1849. For this short period he received $35.55. He evidently filled the position satisfactorily, for he was invited to remain for the next year at a salary of $400, the highest the school could pay.

For a year Reuben Nelson had been seeking a man who not only had a college A. B. degree but met the teaching and ethical requirements of Wyoming Seminary. After the Rev. David Carrier gave up teaching to enter the ministry at the end of the third term in 1848, Edwin C. Griswold, a Connecticut Wesleyan graduate, had been hired for the fall term beginning in August at a salary based on $350 a year. Evidently at the end of the term, Reuben Nelson was not fully satisfied, for at the December meeting of the Trustees E. C. Griswold was hired for "the coming term at one half his former salary, to attend to his duties in the school one half of the day, in addition to the morning and evening services in the Hall." Reuben Nelson had again taken over part of the teaching of the

classics and young Griswold was now an assistant in the department. Even this arrangement was unsatisfactory. When the winter term closed, the Trustees left no doubt as to where the fault lay: "By common consent it was determined not to employ E. C. Griswold for the next term and Br. Nelson was requested to communicate the same to him."

Luther Peck in his remarks on the early faculty recalled E. C. Griswold ". . . as a clever little house plant with a light personality." He would have been well known by a boarder since he had hall duty.

"I can think just how he looked upon the platform, his clothes rather large for him; down through his coat sleeve came a thin white hand. If he played ball, I do not remember it. . . ."

Dismissed in this manner, he evidently abandoned school teaching. However he subsequently settled in Elyria, Ohio, and was successful both in the community and in the Church. He was elected to local offices and to the Board of Education. He became a trustee of Baldwin University and was a delegate to the General Conference of Methodist Episcopal Church of 1876.

He probably was unfitted for the Spartan routine required of the early teachers and unable to adjust himself to the secondary school set by the Principal. At the time of his death in 1901 he was a bookseller in Elyria.

Thus "a Mr. Smith of Knoxville, Tioga, Co." became the teacher of Ancient Languages and the first teacher who remained more than two or three years. This time the Principal had found a young man both able to maintain the best discipline and to insist on a high standard of class

performance. He was at the same time an enthusiastic Methodist. Luther Peck wrote of Young C. Smith, ". . . if a young man . . . needed trimming down or training up, the young professor was just the man to do it. No matter how hard he (a student) had struggled with his composition, if it came into the young professor's hands it . . . was 'horribly corrected.' The professor kept a bottle of red ink and a pen with a small point and when he got through correcting some boys could hardly tell their own paper. . . . My room and the professor's were across the hall from each other for about two years, and I learned to admire him for his substantial and staying qualities." In all the manifold educational and religious activities he entered, this judgment of a student was the judgment of all who knew him. His enthusiasm, his perseverance, his ready friendliness and his willingness to accept responsibilities not included in the regular job must have endeared him to the already over-worked Principal. Young C. Smith accepted the strong leadership willingly and did well as long as the leadership was there.

Mrs. Nelson told a story which illustrates this point: ". . . once when Mr. Nelson had gone away for a few days and left Prof. Y. C. Smith in charge, he gave him strict injunctions not to let any of the students go to Wilkes-Barre. . . ." One of the boys came to Mrs. Nelson ". . . almost weeping to know what he should do, for he had an appointment to preach in Blindtown and his Sunday coat was at the tailor's in Wilkes-Barre and Prof. Smith would not give him permission to get it. 'Never mind Prof. Smith,' said Mrs. Nelson, 'but go and get your coat and say nothing about it.' "

In April, 1851, the Trustees asked him "to superintend the laying of the cellar wall of the new building in the absence of the principal." In 1852 Young C. Smith was rehired at a salary of $450 "with an additional $50 for taking care of the Library Hall." After the fire in March, 1853, while Reuben Nelson devoted all his time to rebuilding the school, Y. C. Smith managed the spring term in the "old Hoyt House." Of these tasks the supervision of the Library Hall must have been exceptionally onerous, for in June, 1853, when plans for the following winter were under discussion, he refused point blank to superintend the new library. His work was so satisfactory that in 1854 the Trustees again raised his salary to $500 a year.

Thus in the 1850's Young C. Smith became a most important member of the teaching staff, the first real senior professor. This was fortunate in a decade when the school was expanding and the Principal's duties steadily increased; it was the decade before the Civil War when increased tensions were everywhere evident; it was the decade when the character of the valley began to change; the rural insulation was broken forever. The Seminary had become a stable institution with the promise of permanency.

Although Prof. Young C. Smith did not know it at the time, the spring of 1855 marked a turning point in his career—on May 29th the Trustees elected Miss Mary E. Wood as preceptress of Wyoming Seminary. She came from New Jersey. In 1827 she was born in Providence, New Jersey, on December 4th. Her father and mother, David and Sarah Wood, were strict Methodists, later

members in Newark. Brought up in a religious atmosphere, Mary Wood united with the Church at fourteen. She attended the New York Conference Seminary, from which she graduated with honor. Shortly after, she came to Kingston to take up her duties as preceptress.

Mrs. Nelson likewise had a story on Mary E. Wood: " 'One of the girls is sick,' said Miss Wood to her one day. 'I wish you would come over and see her; I do not know what to think.' Mrs. Nelson went into the room, found the young lady in bed, and fancied she caught an odd look of embarrassment in her eyes. She sat down by her, felt her pulse, looked at her tongue and uttered exclamations of increasing alarm. 'It will not do to delay an hour; we must have a doctor immediately,' but the invalid started up, 'Mrs. Nelson, if you will not tell anyone, I will get up and go to my lessons.' 'Very well,' replied the lady, 'but you must not get well too fast. It might awaken suspicion. You must improve gradually,' which she forthwith proceeded to do."

A romance developed between the preceptress and the "head professor." She was a woman of great poise and dignity, unassuming in her manners and of a retiring nature. Whatever course the romance took it came to an appropriate climax on November 9, 1859, when they were married. There must have been considerable preparation for the wedding since in May, 1861, the Trustees finally voted that "Prof. Smith having taught one-fourth of the term, ending November, 1859, be paid one-fourth his regular salary for a twelve weeks term." One wonders what prompted such a belated resolution. The newly wed couple were back for the Winter term and Mrs. Smith

continued as preceptress until the end of the Spring term in 1860. This was a successful marriage in which a common interest in the Methodist Church and in education served as a basis for their years of service in the Wyoming Conference. Some thirty years later Y. C. Smith wrote of his wife, "My wife was a great help to me in all my ministerial work; she always visited as much among the people as I did; she was my best counselor. . . ."

From a letter written by a boarding girl to her friend is this glimpse of Prof. and Mrs. Y. C. Smith:

"We have very kind teachers. You could not help but like Miss Price, she is so pleasant. She is very sociable, not half so dignified as Mrs. Smith used to be and is yet." (Marriage evidently did not change that aspect of her character as preceptress.) "Mrs. Smith came here to live last week and brought her little son (Mrs. Smith calls her son Wesley Wood). I have not called on her yet but have spoken to her several times. They cut a door from Prof. S. room into the next, that is where they live in the Seminary among the noise." (Seminary Hall, it will be recalled, was the center building of the three erected in 1853-1854.)

Later on in the same letter this passage occurs, "You may imagine how differently it appears since you were here. The nicest Prof. of all I almost forgot to mention, Prof. Sturdevant. Everybody likes him. He is not a flirt or a dandy but what he says you can rely on like Prof. Smith. I am in one of his classes. . . ."

Young C. Smith's election as the second Principal of Wyoming Seminary was not the first offer of a principalship after he left Knoxville more than a decade earlier. In June, 1859, the Trustees of the Susquehanna Seminary

at Binghamton invited him to be the Principal. Although he refused the position, the fate of Susquehanna Seminary without any question affected his tenure as principal at Wyoming. Those church men who knew him such as George Peck and Reuben Nelson believed he had the qualifications successfully to conduct a Church school.

There are a number of reasons for his short tenure of less than four terms at Wyoming Seminary. After the fire in 1853, which had been the final turning point for the Seminary, the school grew rapidly to the capacity of buildings and equipment. The opening of the Lackawanna and Bloomsburg railroad in 1856 made the school more accessible and the Anniversary week programs increased its fame. The valley was likewise developing and the Scranton brothers were opening the upper end of the area through the Lackawanna Valley. Thus the attendance remained good which was very important to the welfare of the school, for there was a funded debt in this period never under $6,000. The margin between yearly income and yearly expenses was too narrow to allow much drop in registration. There was the constant struggle to keep the buildings in repair which in any year might turn a small surplus into a deficit. Young C. Smith was likewise Treasurer of the school as Reuben Nelson had been since the first few years.

In the spring term of 1862 when Y. C. Smith entered upon his new duties, the Seminary was still carrying the funded debt of over $6,000. Also the enrollment was down by about fifty-three students. In the term ending on June 25, 1861, there were one hundred seventy-four boys and girls registered but in the term ending on June 24, 1862

there were only one hundred twenty-one registered, sixty-nine boys and fifty-two girls. This drop in enrollment was the largest proportionate decline for any two spring terms over an eight year period. More alarming than that it was indicative of a trend which set in as a result of the depression of 1857, the first major panic since 1837. The golden year for Wyoming Seminary had been 1856, when registration was at a peak and times were good. In the spring term of 1856 there were two hundred fifty-five boys and girls registered in the regular courses. In the spring term of 1858, the number was two hundred thirty-six boys and girls; 1859, a round two hundred; 1860, only a small loss down to one hundred ninety-one; and in 1861, a drop to one hundred seventy-four. None of these left the Seminary with an operating deficit, but by the summer of 1862 the line must have been close. (Very likely a part of the peak attendance was due to the use of the scholarships which had been sold just before and after the fire.) As a matter of fact no reduction had been made in the funded debt. The best the school could do in these years when "the country has been in a depression so general and almost unprecedented," was to meet expenses and repairs. This had been done. "In spite of continued panic, the Principal has met expenses and paid interest on the debt." This debt was $6,522.98 on April 1, 1857; on March 16, 1858, it had dropped to $6,380.99 but on November 15, 1858 had risen to $6,704.36. When the Trustees' Annual Report was made to the Conference in April, 1861, the "indebtedness unprovided for was $6,782.48," and the Trustees stated, "The past year has been one of great financial embarrassment throughout the country, but by

careful management, your Seminary has prospered beyond the expectation of many. In the Trustees' meeting for May 22, 1861 a resolution was passed to the effect because of "present unhappy condition of our country, and the possibility that it may materially affect the finances the teachers are elected at their salaries but these salaries will be paid only after interest on debt, the insurance, and other current expenses."

After Dr. Nelson had resigned, his rooms in Union Hall were examined by the Trustees with the thought of renting them for $40 or $50, the latter figure suggested by Dr. Nelson. All of these facts combined with the great uncertainty of wartime raise the question both as to the timing of Reuben Nelson's resignation and the easy acceptance of the principalship by Young C. Smith.

As principal of the Seminary, Young C. Smith presided only over the Anniversary exercises of June 24, 1862. Usually the weather was hot and fair. This June day of 1862 fitted the times. Although the Susquehanna was not over its banks, continuous heavy rains during the previous month had turned highways into mudholes and had slowed up all rail transportation. It was the June 4th flood on the Lehigh River which took out all the locks on the Lehigh Coal and Navigation Co's. Canal from White Haven to Easton and made rail connection over the mountain a necessity. As the local newspaper observed ". . . the audience was pronounced extraordinary for the day."

"Soul stirring music was provided by the Providence band. The young Principal, Rev. Y. C. Smith, A. M., who seemed to feel very much at home, came to the front of the

stand and commenced serving up his bill of literary and scientific fare." The most appropriate colloquy was called "Trouble in Uncle Sam's Family." In the first scene Uncle Sam was introduced before the negro question arose. Then the family separated. "The final scene was pronounced the best of all, for the daughters all returned home and acknowledged the authority of Uncle Sam. They joined hands over the grave of the buried rebellion and closed with the 'Star-Spangled Banner'." The reporter of these scenes closed his account with this descriptive bit: The young ladies of Wilkes-Barre were "on hand to serve all who wished anything in the shape of ice cream, strawberries, and sponge cake, etc., while the hall of entertainment was bedecked with fine paintings and wreaths of evergreen, sparkling eyes and many smiles, making it on the whole a place of unusual attraction." The new principal had maintained the tradition of excellence for the anniversary exercises in spite of less clement weather and the war.

In retrospect, that June, 1862, was the last high spot of fortune's favor for over two years. The terms beginning in August and continuing until the next summer formed another period of dark days for Wyoming Seminary. The fall term that opened in August, 1862, revealed another decline in registration; the previous year 198 boys and girls had registered, but this time only 142 boys and girls were enrolled. The Winter term of 1862-1863 saw the numbers reduced from 168 students of the previous winter to 135. It was a winter of gloom and insecurity in the North with rising prices adding to the problems of a school treasurer. Not only had McClellan's elaborate Peninsular

Campaign failed dismally but at Bull Run (for the second time) and at Fredericksburg (in December) the Union Army of the Potomac suffered military disasters. The times were indeed bad.

When the Trustees met in March before Conference, Young C. Smith was reelected Principal and he accepted without any protest.

The Wyoming Conference met at Susquehanna, Pennsylvania, on April 8, and continued in session until April 14. Two days before Conference the Trustees held a meeting which the Principal had called following the opening of the spring term. Young C. Smith told his Trustees that a deficit of $1,100 was already on the books for the Academic year 1862-1863 and added that the term . . . "is not opening with more favorable indications than the last." In fact, for the first time in a decade the registration was under one hundred boys and girls; only forty-four boys and forty-nine girls had enrolled. The Principal then handed in his resignation . . . "which came upon us unexpectedly." The Trustees moved that . . . "his resignation be laid on the table . . ." until after Conference "and that we cannot accept it in any event to take effect until after the close of the present Academic year."

The Conference, therefore, reappointed Reuben Nelson presiding Elder and Young C. Smith Principal of Wyoming Seminary. Very likely the latter had called the special meeting of the Trustees to settle the problem before Conference met. His haste and his reasons suggest the tension he was under. He had in mind, no doubt, the fate of the Susquehanna Seminary. He had been the Secretary on the education Committee of the Conference the year

before and had written the report on that ill-starred venture. "*Two* Conference institutions, if not absolutely necessary, would certainly seem very desirable to meet the educational wants of the northern and southern portions of our territory. . . . Under such an impression the Susquehanna Seminary was projected a few years since. . . . Its pecuniary embarrassments have, however, culminated during the last year. The combined burden of the war, and the debt to the state, was too much for the Seminary to bear, *and it went down*." What if combined misfortunes should now bear Wyoming Seminary down too?

When the Trustees met on June 4, 1863, they elected Reuben Nelson as president of the Board but postponed the election of a Treasurer. Then a motion was passed to the effect that the proceeds of the first two terms be counted in the year's income to offset the deficit in the Spring term and the surplus of the first two terms be used to offset the unpaid interest on the debt. Was this an attempt to dissuade Young C. Smith in his purpose? If so, it failed. The Principal's resignation was accepted by the Board.

Then a resolution was passed that it was important to secure the services of Reuben Nelson as principal. This was another crisis in which to the Board one man was indispensable. A Committee of three was appointed to see Dr. Nelson and said committee was "instructed to assure him that in the opinion of the Board it is the general judgment of the friends of the Institution as well as the Methodist Episcopal Church within its patronizing district, that his acceptance of the position . . . will . . . give such assurance of success, and inspire that degree of confidence

in the future usefulness and prosperity of the Seminary as now seems essential to restore it to its former position of popularity, attractiveness, and great usefulness."

The Board met on June 9th again. The Committee reported that . . . "Dr. Nelson responds . . . he has decided to accept the position provided means be raised forthwith to put the buildings in good repair, and to open a commercial department in connection with the school." Indeed $1500.50 had already been raised for the repairs. Almost in the next line of the minutes the tone has changed. Authority is given Dr. Nelson to visit commercial colleges and he is to decide the rooms to be used for the new department and the alterations necessary. The insecurity of debt and a declining patronage are quickly shelved to prepare the way for better times. There is a cheering note to the sounds of saw and hammer; fresh plaster and new paint have a refreshing smell. "Her strength is seen in the fact that she lives and thrives in the midst of the present raging storm. . . ."

CHAPTER XI

Triumph Follows a Year of Adversity

HARDLY had Dr. Nelson again accepted the principalship, when an open season on disasters began, and the difficulties of debt and enrollment of the previous term must have seemed relatively unimportant. A year of reverses began that June of 1863, a kind of final test of the capacities and resourcefulness of Dr. Nelson. On June 9th he had consented to return as principal; on June 17th a tornado " . . . of considerable violence swept over this vicinity on Wednesday night last uprooting trees, dismantling porches. . . .

One of the main buildings of Wyoming Seminary, Kingston, had the roof taken entirely off. . . ." It occurred while the Spring term was still in session. This startling stroke must have made Dr. Nelson feel he was really back at home in his old job. However, no meeting of the Trustees was called. This was the kind of crisis he managed best. "The Pittston Gazette" printed a news item the following week: "We noticed the other day in passing the Seminary buildings at Kingston, that the roof torn from Union Hall, during the severe storm of Wednesday afternoon last week, is being replaced." The only concession the Principal made to the event was reported in this terse sen-

tence in the local papers, "The Anniversary at the Wyoming Seminary was postponed on account of the storm, and the unsettled state of the times."

By July 8th, the date of the squib, the worst of the military crisis had passed favorably for the north. The last weeks of June were a period of great uncertainty in Pennsylvania. After Chancellorsville Lee had decided on his second invasion of the Union. Before the end of June he had entered the state with his victorious army. Governor Curtin had called for volunteers to defend Pennsylvania soil. No one knew how successful Lee would be. They were anxious days, before the battle of Gettysburg on July 1, 2, and 3 turned back the army of Northern Virginia for the last time. In such days Reuben Nelson made provision for a Commercial Department, began the repair of the buildings, restored the roof to Union Hall, and prepared for the future, to be ready when the storm had passed.

That summer of 1863 Wyoming Seminary was a busy place. After three boys had spent a half day "clearing away rubbish after the tornado," a brick-layer and a carpenter repaired the damage done to Union Hall by the freak storm, a boy picked up . . . "the old laths" and picked up and cleaned . . . "old bricks." During July and August the Ladies' Boarding Hall was completely renovated, with rooms prepared for Dr. Nelson's return to living quarters in the Boarding Department. There were papering and painting, the arrival from New York of new room furniture, new crockery, new curtains, and new comfortables. Most of these items were purchased in quantity from New York firms. A pump, billed at $17.50, was

installed in the Boarding Hall. And then just as the work was completed, the second blow fell.

At about the hour when daylight broke on August 25th, the Ladies' Boarding Hall burned down to the ground. "The origin of the fire is unknown, but supposed to have been incendiary, as it broke out in the upper story about 4 A.M." The Pittston Gazette for August 27th added some interesting details: "There was no one living in the building at the time as Mr. Nelson has just had it thoroughly repaired and was calculating on moving into it in a few days. It is supposed to be the work of an incendiary, as the flames were first discovered in the upper part of the building. Every possible effort was made to put out the fire, but could not succeed. We understand that all the furniture was saved. . . ." Kingston now had one piece of fire fighting equipment, toward the purchase of which the Seminary had paid $10. The apparatus probably came but it was only a pump worked by hand. The alarm for the fire was given in Wilkes-Barre . . . "and the fire companies with their apparatus, hastened to the spot, but the flames had got too much headway. . . . This loss will be seriously detrimental to the school, as the Fall term was to commence in a short time. The building is said to have been insured in the Aetna for $5,000."

When the Trustees hastily convened on the afternoon of August 25th at 2 P.M., seven Trustees and the Principal gathered in the administration office. The Secretary of the Board, the Rev. Leonard Cole wrote, "The devouring element has again visited the premises of Wyoming Seminary, and the large Boarding Hall lies in ashes, and the smoking embers are visible from the office where we are

now convened." They decided immediately that the Fall term would have to be omitted; the opening of school was postponed until the beginning of the Winter term on November 19th. This is the only time in his twenty-seven years as principal that Dr. Nelson permitted a term to pass without keeping school. The war was the complicating factor, no doubt. A committee was appointed to consider "putting up a Ladies' Boarding Hall."

Two days later the Trustees met again and the Committee reported on the question of rebuilding. They decided to build wings to connect the center building with Swetland and Union Halls. It was estimated that the cost of the wings would be $2000. An additional $3000 would provide alterations necessary in the three halls and purchase furniture for the new rooms. When the insurance was paid on the Boarding Hall and furniture lost in the fire, it amounted to $4,658.41. To cover the cost and help with the debt Dr. Nelson suggested that he would buy the Boarding Hall lot for $1200. It was on that lot he built the spacious home which is today the official residence of the president and was moved to a lot just beyond the gymnasium in 1928. Into it he moved when Winfield S. Smyth and his wife took complete charge of the Boarding Department.

Now another period of bustling activity began on the campus. Boys picked from the ruins two kegs of nails for which they received $2.15. A certain John Reese received $4.20 ". . . for picking and cleaning brick" probably from the chimneys in the Boarding Hall of which there were at least two. Eighteen cents was paid to boys picking stones, the two entrance way sills. Another well was dug

and stoned. For the second time that summer Dr. Nelson went to New York and purchased a new supply of table cloths, lamps, crockery, knives, and forks, etc.

Bricklayers, carpenters, and plasterers were building the wings and joining them to the three buildings through September and October. The contract for carpenter work on the wings was made with I. P. Cook and signed and sealed August 31, 1863. The original Seminary seal is clearly imprinted at the end of this contract, the only imprint that remains. This seal was lost just before the end of Dr. Nelson's period and was replaced by the present seal which is far more attractive than the first one. The specifications give some idea of how the wings looked before Centenary Hall was built and the present third story added with the later style curved-topped windows. Each wing was to be "two stories high, the height of the stories to correspond with those of the center building . . ." On each side of the center building where the wings joined they were to be "filled with moveable framework, the first story in each wing to be finished in one large room and a hall running its whole length in the rear, and the second story in each wing to be finished in three rooms of equal size with a hall corresponding to the hall in the first story . . ." The ten windows in each wing and the doors were to be finished like the windows and doors in the administration office. All the work was to be complete five weeks after the bricklayers finished. (The witness to this contract was Winfield S. Smyth.)

At this time, the beginning of the winter term on November 19, 1863, Swetland Hall became the "Ladies' Hall." However six new rooms certainly did not accom-

modate as many as had been living in the Boarding Hall. Until the Centenary Hall was erected in 1867, the dormitories were crowded. A student who came to the Seminary in 1864 was housed in this fashion: "two boys were assigned to a room on the first floor of Union Hall with an outside entrance. At the back of the room was a small bedroom without any window occupied by P. W. Cashbark and myself. The front room had a bed in it and at night was occupied by Ed Webb and George Hall both of Bethany, Pennsylvania." Thus four boys were rooming in what had been a study room and bedroom. Now, however the entire school that roomed and boarded at the Seminary was housed under one roof. The dormitories were beginning to appear as they do today.

The year of adversity was not complete yet. One more blow was due, an especially grievous one for the Principal. The spotted fever was particularly virulent that winter. It was the worst in Carbondale where even the business establishments were forced to shut up until the worst of the epidemic had passed. It struck the Seminary in the midst of the winter term when the school was filled to capacity. "During the last term not only was the institution completely filled, but fifty students, at least, were declined for want of . . . room in the buildings." "In consequence of a virulent and desolating epidemic which has recently made its appearance in that part of the country, occasioning considerable excitement through all the community, and which actually made its appearance among the students, it was judged best to close the school a little before the end of the term." It was during this attack of typhoid that Reuben Nelson lost his only son, Edmund Nelson.

This must have been one of the hardest blows he had suffered.

In the April 6th issue of the "Record of the Times" there was a notice that the Seminary would open again on April 21st. "The fever has entirely disappeared from the vicinity and the community is entirely healthy. In fact but few cases of spotted fever have occurred in the central part of the Valley and no fears need be entertained about its re-appearance here more than in any locality where students may reside." The spring term opened on the date set above and there was no further disaster to interrupt the rest of the school year. After the omission the previous year, the Anniversary exercises were held in late July. "This year, notwithstanding the great inroads made upon the buildings of the Seminary and the scholars by a terrible fire and still more terrible fever, Anniversary day was destined to compare favorably with those gone before. The new feature at this time was the holding of the exhibition in the new Chapel instead of under the tent as usual. This room is at present one of the largest audience rooms in Northeastern Pennsylvania, tastily planned, well-ventilated, and well calculated to enable all to hear."

Caleb Wright was the Anniversary speaker and he chose a most appropriate subject, "Perseverance against obstacles essential to success." "Though it was old, yet by his brevity, his manner, style and illustrations he so succeeded in remodeling it as to greatly interest and impress his audience already wearied by sitting crowded for hours during a hot and sultry July day."

This was a War year and the Ladies of the Association in behalf of the Christian Commission served refreshments

in tents just north of Union Hall. They cleared a sum of $300 which was used to aid the war-suffering soldiers.

In making preparations for the coming school year, the Trustees increased the tuition in the common and higher English branches and in the languages by one dollar a term. For the Fall session the board was fixed at $3.50 a week but this price was to depend upon the state of the markets, and could be increased, after due notice given to the boarders. The charge for vocal music was doubled and for drawing and painting increased by one-third. In provisions for the teachers the Trustees voted that Reuben Nelson should receive $1000 a year including the board of his family which increase was to begin from April 1st. Then in appreciation of the manner in which the Principal had managed the year of adversities they adopted this motion: "Further, contrary to any desire of Dr. Nelson, Resolved, unanimously . . . that the sum of $500 be additionally paid to Dr. Nelson for his very important services in supervising the work of erecting new Seminary buildings and renovating those already built, also for taking charge of the school for that last term of eighteen weeks."

Just after a committee had been directed to secure an agent to raise subscriptions and also to appeal to the public for financial support, Payne Pettebone announced that William Swetland intended to pay the $5000 he had subscribed immediately, and that he, Payne Pettebone, would pay his subscription (of $1000). Ziba Bennett and Reuben Nelson each gave $1,000. William Wood, B. G. Carpenter, Harriet E. Drake, and A. J. Pringle each made contributions which were used to pay the Seminary debts. Miss Clarissa Price cancelled the note the Seminary owed

to her. The upshot of this stampede of benevolence on the part of the Trustees and friends of the school was that Dr. Nelson was able to announce to the Board of Trustees at their meeting on July 29, 1864 that *all* the debts of the institution had been paid except two small bills left from the recent alterations.

This was a banner day, for Wyoming Seminary had had a debt from the very beginning. For a long time the "funded debt" had persisted; the increase in indebtedness brought by the Civil War which had so alarmed Young C. Smith; and then an increase with the calamities of 1863. This relief was temporary and Dr. Nelson, who saw more clearly than his Trustees the continuous insecurity of a school that was a non-profit institution and that had no endowment yet to support it in the hard years, gave this warning to his Board that day:

"The Treasurer here wished it understood that the Seminary, now out of debt or nearly so, might become again involved by necessary expenses yet to come, such as the purchasing of pianos and needful repairs on the buildings. It was fair to understand this."

Unfortunately William Swetland, the largest subscriber to the liquidation of the debt was unable to be present at the triumphal meeting because of his painful illness. Nor was he able again to meet with the Board. He died September 27, 1864. He had been a Trustee for seventeen years. He had come to the Board in dark days and from the first he had supported the Principal in his great battles with debt, fire, and disaster. "His regular and prompt attendance at nearly all our meetings . . . his wise and cheering counsels in times of trial, and even of dismay, his

steadfast devotion to the interests of the Seminary in the days of its calamity and apparent ruin . . . , his liberality when fire twice destroyed buildings, . . . and his deep interest in the literary, moral, and religious influence of the school, combine to render him one of the most valued friends of our beloved institution. . . . "

To Reuben Nelson this was another personal loss. As he looked back over the full and fruitful years to the days of the great revival in Wyoming when he first became acquainted with William Swetland, he must have realized more than ever before how closely the West Side business leader had been bound up with the survival and final success of the school. His energy, his bluff and hearty manner, his quick decisions, his shrewd insight—these would be missed but far more irreplaceable were the ties of friendship and the common faith that by their untiring efforts a better community might develop.

In 1865 there was a last feeble blow from those hostile natural forces that had sought to destroy the school. This time it was a flood, the first to reach the campus of the school. There had been an ice flood in February of 1861. A local editor wrote of the event, " . . . the flats were covered with vast masses of ice as far as the eye could see. The road from the Bridge to Kingston was left covered with huge cakes of ice, four, six, perhaps ten feet high." A facetious bit of reporting described one freak of the flood: "A new building recently put up on the vacant lot at the Kingston corners for a refreshment room, was carried away down stream landing on the flats nearly opposite Ross Hill. It is not in a very good place for custom . . . " This flood had not spread much west of Kingston Corners.

"The ice flood which came in the middle of March, 1865, was one of the worst floods in the Susquehanna's story after the settlers came. On March 15th the ice had jammed and one channel opened under the bridge on the Wilkes-Barre side. Another channel opened that same Wednesday evening and the ice was piled high above the water in places. By Thursday morning the ice had been swept away but the river was rising rapidly and ominously. The Toll House was soon isolated by the waters. From Pittston to Nanticoke Dam water spread over the floor of the valley. A warm wind blew all day Thursday melting the snow more rapidly, and then it rained that night. Friday, the rain turned to snow and the colder weather checked the flood waters."

"Flats that had never been reached by a flood . . . were flooded . . . Kingston was all afloat and boats could be seen plying through the streets." The North Branch Canal broke in several places. Only two houses remained in Skinner's Eddy and the Tunkhannock bridge came down the River.

The 1865 flood waters reached a height of 33.1 feet. The water came up to College Street and ran into the Seminary basement through the windows. This of course meant the kitchen and dining room could not be used until the waters subsided and the basement was cleaned up. The only expense appears to have been the cost of meals for a half dozen boys and an item of $6.48 for work done on the 20th.

In 1865, the year the war ended, the increased demands and the promise of better times made more room a necessity. At the Conference that year a plea was made that

funds be raised for a building to be called "Centenary Hall." The year 1886 was the centennial of the Methodist Church in America. In the report of the Education Committee there were two provisions suggested to the Conference in case such a building were erected: That the Seminary should ". . . found a theological department"; and that a "suitable fire-proof" room be provided in the new building for the Wyoming Conference Historical Society. Neither of these was carried out. At this period just after the war the Conference was history-minded and to insure the collection of historical materials, passed resolutions which remained only resolutions.

The 1866 report of the Trustees to the Conference listed several reasons that a new building should be the Conference gift for the Centenary celebration. a. "The architectural symmetry of the buildings belonging to the institution seems to require another building to complete the series." b. More than 150 students had been refused admission during the first year following the war. c. Besides this fact in 1866 the Wilkes-Barre and Kingston Passenger Railway Co. built the road from Public Square to the Kingston Lackawanna depot. "The cars were drawn by horses, and it did a large business." This would probably aid the day school enrollment and increase the need for room. d. There was a plea for additional means to educate the youth of the community and the Church . . . "from both patriotic and religious considerations".

"The patriotism in the school is healthful and promising. The faculty are a unit in their influence to extend and preserve the blessings of liberty and law to all people." As

far as the religious motive was concerned, the previous year had witnessed nearly 100 students converted.

As a result of this special plea to the Conference, it was proposed that a Centenary Committee be authorized to raise $40,000 and give it to Wyoming Seminary and also to give a smaller sum to Dickinson College; however, if the smaller sum were raised for educational purposes, the Seminary should receive up to $25,000 of the amount. This suggestion was adopted and a Centenary Committee consisting of one preacher and one layman from each district was appointed. This Centenary Committee met with the Seminary Trustees on the evening of June 28, 1866, at the school. After a full discussion of the problem, Reuben Nelson was chosen "to act as the Centenary Agent for the Conference," which meant as events turned out that he would solicit in each district for Wyoming Sem. Each subscriber's name and the amount he gave was to " . . . be carefully entered in a book procured for that purpose and to be kept with the Records of the Institution." Dr. Nelson was able to undertake this work because Winfield S. Smyth and his wife carried the burden of the discipline and the supervision of the Boarding Department.

The Report of the Trustees to the Wyoming Conference in April, 1867, reveals that the plan had not worked out as well as hoped. "$25,000, at least, were to be set aside out of the Centenary money to be collected during the Centenary Year. A large part of all money subscribed for educational purposes was donated by the people directly to the Seminary, showing its widespread popularity;

yet the amount that will finally come into the hands of your Trustees will be a sum not large enough to carry out your original design in building. . . .

"While during the Centenary year some parts of the Conference contributed most generously for the benefit of Centenary Hall, other parts were greatly indifferent to the just claim of the Institution brought before them. In addition to the means to be, or already *in* the hands of your Trustees there will need to be at least $5000 more. . . ."

When this Report was read to the Trustees previously, Dr. Nelson had made his report on the subscriptions and had shown the plans for the Centenary building to the Board. It was agreed that the proposed hall should not be erected until enough money was raised so that the school could remain out of debt.

The Conference adopted the suggestion of the Educational Committee of the 1867 session providing that Centenary Hall should be built as soon as possible and the Conference would assume the responsibility for the sum of $5000 and would pay interest on such sum or as much as was still owed each year until the amount had been paid. To collect this money every preacher holding a charge in the Conference was to set aside one Sunday each year for Wyoming Seminary on which day he would preach a sermon on education and a collection would be taken all of which (except 10%) would go to paying off the $5000. Because of this agreement, the Centenary Hall was built in 1867.

In 1868 Dr. Nelson presented the complete report of the financing of the building to the Conference.

"Cost of Centenary Hall	$25,000.00
Amount received from Centenary contributions	$12,621.71
Funds from other sources	4,864.62
Pledged by Wyoming Conference	5,000.00
	$22,486.33

The Trustees of the Seminary agreed to raise the necessary $2,513.67 if Conference fulfilled its guarantee of $5,000. The Conference had assumed the obligation and carried it through, but Dr. Nelson did not live as long as it took to raise the $5000 and the interest on the money left to be paid each year. In 1880 there was still $134.98 to be paid. In 1881 this was finally paid. From 1868 to 1881 the total amount raised and paid to the Seminary was $7,719.23.

Centenary Hall is the part of the dormitories that faces the back campus with a large more ornate cupola that does not match the bell cupola on the front of Administration Hall. The third story of the wings was part of the new building. "The cellar has been commenced preparatory to laying the foundations of a large addition to the present buildings of this prosperous Institute." The June 19th issue of the Luzerne Union in 1867 had this single sentence, "Wyoming Seminary is erecting a new building 230 feet in length and four stories high." The "four stories" was true only of the center building; the other buildings and wings were three stories. Of course this meant alterations in all the dormitories to fit them into the new structure. In regard to the placing of Centenary Hall,

Royal Taft wrote, "Dr. Nelson claimed he dreamed the plan and position of the new hall." When this building was ready, the entire dormitory group as we know them today all under one roof was completed. This constituted the last major work of Dr. Nelson's period as principal. He supervised the construction in detail since this was his brain child which completed the group of buildings he had planned and developed. Across College Street from the South or Swetland Hall end Dr. Nelson's own home filled in the lot on which the Boarding Hall had stood from 1847 to 1863.

With the buildings finished a period of calm followed in which the labors of Dr. Nelson bore fruit; marks of appreciation, testimonials of the gratitude of those among whom he had worked, and a sense of the value of his services increased. It was the apogee of his career; nothing else he would do could match this; nowhere else would he be honored as he was in the Anniversary week of 1870 at the Seminary.

First of all at the regular Trustees' meeting on Monday, June 27th, after the unanimous election of Dr. Nelson as principal for another year, on the motion of Payne Pettebone and the second of Ziba Bennett, a preamble and resolution were read. First expressing their praise for his success in defeating disaster and his expert management they continue:

"Whereas, It is manifest that he now requires a season of rest and relaxation from the excessive toil, so long endured, and

"Whereas, the Trustees heartily thanking Dr. Nelson for his abundant labors so imperfectly requited, are im-

pressed with the importance to the institution, as well as to his family and the Church, of prolonging his usefulness;

"Therefore, *Resolved* that the Board hereby recommend him to take a protracted vacation for a tour of Europe, or other journeying, to extend as to time, at his own discretion; and that we will immediately make the best possible provision for supplying his place during his temporary absence.

"Resolved, That as a further slight testimonial of the esteem in which he is held by the Board of Trustees and the patrons of the Institution, we assure Dr. Nelson that it will afford us pleasure to contribute liberally towards the expenses of such season of . . . journeying as he may elect."

In the pleasant and friendly scene that probably followed the reading of the resolutions Dr. Nelson was not only amid friends and admirers but four of these men had been companions and supporters in his work since the 1840's: the President of the Board who had entered upon his itineracy the year Reuben Nelson was born, Dr. George Peck; the vice-President who had done much to see him through in battle with the debt, Ziba Bennett; and two of the three converts during the revival in Wyoming in time of T. H. Pearne, Payne Pettebone and I. C. Shoemaker.

Prof. Larmon Abbott was chosen at this same meeting as the acting principal during Dr. Nelson's absence. Prof. Abbott was the "head professor" already although this was only the close of his fourth year at the Seminary. And Dr. Nelson's fellow townsman and admirer, Alexander J. Pringle, served as the "financial agent" in his absence and

did this part of the work without pay. And when Dr. Nelson did return after his travels, the Trustees voted an appropriation of $1000 "towards defraying the expenses of his trip to Europe."

Two days after the above Trustee meeting was the closing day of the Anniversary Exercises for 1870. It was a day of more than usual interest, for the " . . . year has been a successful and flourishing one . . . the attendance being considerably larger than during previous years." By a strange coincidence at the last moment Judge Dana was asked to give the Anniversary Address since the speaker originally invited could not come. "Dr. Nelson called attention to the fact that the first Anniversary address before the Seminary was delivered by the Judge twenty-five years ago." But for the first time in the history of the school, the evening was devoted to a "generable sociable and informal reunion, at which many of the earlier students of the Seminary were gathered. . . .

"The reunion of the Alumni, this year, was an entirely new feature in the program of the Anniversary week of Wyoming Seminary. Hitherto the Alumni, as a body, have never taken any part in the closing exercises of the school. This year, however, the old order of Exercises, which had been adopted for so many years past, was greatly changed, and a new program arranged similar to those of other first-class Seminaries and Colleges. Wednesday evening was set apart for the Alumni—the weather proved to be most lovely. Early in the evening a large company gathered in the grounds immediately in front of the Seminary buildings. The Hon. W. W. Ketcham opened the exercises with a short but telling speech. Mr. Ketcham was one of the

first teachers in the Seminary and in his own earnest, characteristic way, described its beginnings—its terrible struggles and its wonderful success. He was followed by the Hon. H. M. Hoyt, Stanley Woodward, Agib Ricketts, Gen. Avery, H. B. Payne . . . and others. The speeches were short—covered the entire history of the Seminary . . . and were filled with interesting and laughable incidents and with one accord bore testimony to the untiring zeal, great efforts, and success of Dr. Nelson, the principal, in the management of the school, and to the undiminished and universal love of the alumni for him as a teacher and a friend. The Doctor himself was in one of his happiest moods, and threw his whole soul into this occasion, thus adding to the success and increasing the enjoyment of those present. Everyone enjoyed himself—the question seemed to be why such reunions had been so long neglected."

Those present then organized an Alumni Association of Wyoming Seminary. The first officers elected were: ". . . W. W. Ketcham for president, H. M. Hoyt and Rev. Henry Wheeler for vice-presidents, H. B. Payne for Secretary, T. H. B. Lewis for Treasurer, and Stanley Woodward, H. W. Palmer, and Mrs. John C. Phelps for the executive committee, and Agib Ricketts and Mrs. Frederick Shoemaker for the historians. After adjournment and while the band was playing sweetly in the open air, refreshments were served, and it was not until late at night that the company dispersed."

Shortly after the Anniversary Exercises Dr. Nelson set out on the first real vacation he had taken since he had come to Kingston. "Rev. Dr. Nelson of Wyoming Seminary and his wife and daughter, sail for Europe on Thurs-

day of this week. They go on the new and elegant steamer, *Britannia,* of the Cunard Line. They will go direct to the mountains of Switzerland and remain there until the heat of the summer is over, and will then visit Italy and France, and probably other parts of the Continent and the British Isles. The Doctor will take with him the kind wishes of many friends for his pleasant tour, and safe return." It was a two weeks' voyage, then, and he reached LeHavre on July 21st. It would be interesting to know what he did then, for on July 19th, 1870, France had declared war on Prussia. The chaos in which the Second Empire collapsed by September would have made even travel to the Swiss border hazardous. However, Dr. Nelson was back in Kingston by February, 1871 with a telescope and other apparatus for the science department which he had purchased while in Europe.

Prof. Larmon R. Abbott was first elected as a teacher in June, 1865. Besides his regular teaching schedule, he was to teach the singing classes . . . "over and above out of the regular hours of teaching." Two years later he had asked the Trustees to be released near the beginning of the spring term to accept a job nearer his home in Connecticut. However he was evidently persuaded to remain and, when Winfield S. Smyth left in 1869, Prof. L. R. Abbott assumed many of his duties. He was another of the small group of teachers over the years that Dr. Nelson had regarded as able not only in the teaching but in some of the administrative work. Thus he had naturally turned to Larmon Abbott to be the acting principal during the European tour.

Prof. Abbott was a very handsome man being tall with

dark hair and whiskers, a man of swarthy appearance. He had an inspiring voice and an excellent command of English. He made beautiful prayers. Some of his fellow teachers regarded him as "stuck-up" especially after he became the "head professor" in charge of the dining room. This may have been in part because of the fact that he accepted his new responsibilities very seriously and felt he must not fall short of the confidence placed in him.

A student in his period wrote, "Her recitations in the sciences, under that worthy Christian gentleman, Prof. Larmon Abbott, were the grandest sermons she ever heard." She felt that the Bible would be a new book to people "if public teachers would take as much pains as Prof. Abbott does. . . ."

Although Reuben Nelson was back at the job again, unknown events were shaping a situation which would call him to a much wider field of action in Methodism.

CHAPTER XII

Winfield S. Smyth—Principal of Commercial and Associate Principal

OF THE many young men of talent and character who were discovered by Dr. Nelson, counseled and trained under his influence, none fulfilled his faith in him to a greater degree than Winfield S. Smyth. As a student in Wyoming Seminary, he had so impressed Reuben Nelson, that as soon as opportunity opened a place for such a young man in the Seminary the Principal sought him out. On June 9, 1863, Dr. Nelson had accepted the office of Principal, in part, on condition that a Commercial Department should be opened in the Seminary. Between June 9th and June 17th, Dr. Nelson visited the Eastman Commercial College at Poughkeepsie, New York, and interviewed in New York City Winfield S. Smyth. In the school accounts there is an item of $4.40 for, "W. S. Smyth's expenses to New York and back," that is back to Middletown, Connecticut. He was just completing his senior year at Wesleyan University and would receive his B.A. in a matter of days. The plans Reuben Nelson outlined to the young man of twenty-five, his former student in the Seminary, were evidently satisfactory to W. S.

Smyth, for he was a member of the Wyoming Seminary faculty from the fall of 1863 to the fall of 1869. He became, next to Dr. Nelson himself, the most important influence on the character and standards of the school in the last decade of Dr. Nelson's tenure.

Winfield Scott Smyth was born in Franklin, Pennsylvania, on October 21, 1838. His parents were staunch Presbyterians and his early education was all under Presbyterian auspices. When he was thirteen years old, he entered Harford Academy. The school was under the Rev. Lyman Richardson, "a saintly man, a Presbyterian clergyman, and an admirable teacher." In the Fall of 1855, at the age of seventeen, ". . . he taught a graded school in St. Clair, Pennsylvania." During the same year he was converted under the ministry of the Rev. S. W. Kurtz, evidently a distinguished Methodist preacher of that period.

The following year, 1856-1857, he was registered in Wyoming Seminary ". . . to complete his preparation for college, and while there received a license to exhort and in 1857 a license to preach." His classes were in such courses as—Vergil, Anabasis, Livy, Homer, Herodotus, and Horace. He received no grade under 100% in the five terms he was a student. No doubt his excellent work and his interest in the Church early attracted Dr. Nelson's attention. There are evidences in W. S. Smyth's later work of the great influence Dr. Nelson had upon him. It was a characteristic of Reuben Nelson to pick out youths of such promise, to guide them, and to give them responsibilities.

Winfield S. Smyth entered Wesleyan University in 1860 as a member of the Sophomore Class. He graduated

with the high honor of Phi Beta Kappa in the class of 1863. Upon his graduation he already had a job lined up under his former teacher and counselor. The job was a strange one for a B.A. graduate—to establish a business college. This was frequently a policy of Dr. Nelson: to pick a teacher by standards of character and religious conviction. A keen mind and a serious initiative could grasp the essential teaching material in any secondary school subject. There was no Fall term in 1863, as events turned out, because of the Ladies' Boarding Hall fire. W. S. Smyth had ample time to take a course at the Eastman Commercial College in Poughkeepsie, N. Y.

This job was entirely his own. He must not only determine the material content of the course, but he must provide the equipment for its quarters and determine the cost of such a course. "Prof. Smyth is to pay every expense connected with the department in fitting it up, in hiring teachers, procuring instruments, necessary papers, books, advertising and all other expenses whatever that may incur in connection with the College." His salary depended on the success of the school. "Out of the net proceeds of the concern, the wants of himself and wife to be paid. (This was in the minutes for July 8, 1864.) "The further sum that remains, to be divided into three equal parts, two of these parts will be paid to Prof. Smyth, the other to the Seminary. Prof. Smyth is also to have two-thirds of all profits accruing to the college from the sale of stationery to the students of said college."

The first Commercial Course at Wyoming Seminary opened on November 19, 1863, with thirty-two students registered for the first day of work. Of that number

twenty-one graduated in a period that averaged sixteen weeks with the first graduate doing the work in fourteen weeks; the maximum was twenty-one weeks. The first graduate of the Wyoming Commercial College was M. C. Carr, registered as a resident of Waymart, Pennsylvania, who received the standing "very good" and completed the work in fourteen weeks, between November 19, 1863 and March 1, 1864. On March 2, 1864 James B. Spry of Beach Pond, Pennsylvania, is noted as the "second graduate," and on March 3rd, C. D. Simpson of Dunmore is marked "third graduate." Beside the name of George H. Knapp of Skinner's Eddy, Pennsylvania, who graduated on March 14th with a rating of "very good" is written, "Died March 15, 1864."

The course offered that first session was in some respects similar to the present courses, and in some respects different. Penmanship naturally played a most important role since all business correspondence was in longhand. The Spencerian system was taught. Ornamental penmanship was a separate course priced the same as the regular course. Another unique feature especially advertised was the course in telegraphy which could be taken as a special course or worked into the regular course. Two telegraph stations were set up in the Commercial Hall on opposite sides, one representing Kingston and one, New York. It was a practical course and certificates were given in it. This specialized work of the early Commercial Department was set up during the winter term. There is in the accounts for January 21, 1864 "To Fowler and Crawling Tel. Apparatus $25.00."

In the regular commercial course the student studied

theory first as at the present time. The student was "drilled in the orthography and signification of mercantile and business terms and introduced to the 'Theory of Accounts.' " Six sets of books were worked on, "three of which represented partnership." When the student entered the "Practical Department" or actual business, he worked on retail, wholesale, commission, and agency sets. "From this he is promoted to the last and most interesting part of the course—the banking department." Lectures in commercial law and classes in arithmetic, business English, etc., were a part of the original course. Of especial interest is the paragraph headed "Ladies' Department" which announced that any young lady could register for the regular course "on the same terms as gentlemen, and pursue a course of study as extensive."

That first term, the winter term, of his new connection with Wyoming Seminary was the most fateful in his personal life of all the terms he spent at the school. Lavina Line registered as a resident of Hanover, Pennsylvania, and was a student in the Academic Department. In the Commercial Course a brother or cousin from Hanover, C. V. Line, entered on November 26, 1863. Whatever the circumstances were, Cupid hit a bull's eye. Prof. W. S. Smyth was present only a part of the Spring term, for on May 16, 1864 he was married to Lavina Line. "To pay Prof. W. S. Smyth this term till he left—$33.33" is the entry for May 11, 1864. This is the account book's wedding announcement.

We may assume he and his bride returned on August 18th for the fall term ready to play their part in making this the best academy in the land. Although still in charge

of the Commercial College, he did some of the teaching and the routine work in the academic department. W. S. Smyth fitted into not only the school work but also into the Church and community life. His advance in the Wyoming Conference was rapid. He entered on trial at the 1864 Annual Session and he was admitted into full connection at the Annual Conference of 1866. He frequently filled a Methodist pulpit on Sunday along with his increasing load of responsibilities in the Seminary. From a student's diary in 1868 these two notations suggest the nature of his church work. On the first Sunday of the school term in January, 1868, he noted, "Went to S. School. Prof. Smyth taught the Bible Class. I like him very much." For Monday, Feb. 10th, which was during a series of revival meetings in the Kingston Church, this sentence, "In the evening went to Church. Prof. W. S. Smyth preached."

Once again Reuben Nelson had found a teacher of character and ability who could take charge of the Boarding department and the school discipline, the position held today by the Dean. The Commercial department had opened with considerable success and did not require his full time. Thus at the Trustee meeting for April 3, 1865, Prof. W. S. Smyth was elected Associate Principal, receiving a salary just under that of the principal himself, that is at $800 with "board, washing, fuel, and lights . . ." The first year of this new position, W. S. Smyth filled so ably that at the April meeting of the Trustees in 1866 a resolution was adopted expressing "appreciation of the services of Dr. R. Nelson and W. S. Smyth as principals" (W. S. Smyth attended these Board meetings). The sal-

aries of both were increased and provision was made for Dr. Nelson to live in his own house. He had built this new home on the site of the Ladies' Boarding Hall where it remained until Sprague Hall was erected there in 1928. W. S. Smyth now had complete charge of the school administration and Dr. Nelson had the time to devote to raising funds and building Centenary Hall. At the Trustees' meeting in May, 1867, the final arrangements were made for a smooth administration of Wyoming Seminary for a period of expansion. They adopted a resolution that . . . "we approve of the election of Prof. Sprague as principal of the Commercial College on such terms as the committee may make with him." From 1867 to 1869 the Seminary had three principals: Dr. Nelson, W. S. Smyth, and L. L. Sprague.

Dr. Nelson had charge of the details of the building of Centenary Hall during a large part of 1867. In 1868 he was again appointed Presiding Elder of Wyoming Conference which in itself was a full time job. In 1868 W. S. Smyth had charge of the Anniversary Exercises. These exercises had been omitted in 1867 because of the building program. R. Taft wrote in his diary for Monday, May 11, 1868, "Prof. Smyth requested that I hand in my anniversary subject before this week closes." This same week there is a glimpse of the dining room discipline. "Prof. Smyth announced that hereafter we could have only twenty minutes to eat a meal. They are coming down to 'fine points'." In this case a faculty meeting the next morning changed the speed of eating meals to thirty minutes.

During this same week in May, 1868, there is a brief picture of the dormitory disciplinary duties of Prof.

Smyth. Friday morning Swetland Hall bore evidence of a visit from pranksters in the witching hours, for, "During the night some of the boys moved a red no 10 in front of Swetland Hall. Prof. Smyth had it knocked to pieces, and gave the gents quite a lecture at morning chapel."

In 1868 Prof. Winfield S. Smyth reorganized the curriculum of the school. The so-called "Department of Languages" was now divided into the "Department of the Latin and French Languages" and the "Department of the Greek and German Languages." The so-called "Ladies' Department" has become the "Department of Drawing and Painting, Embroidery and Music." There is a new Primary Course designed as a two-year preparation for more advanced work. Reading, writing, spelling, grammar, arithmetic, and geography were the subjects of study the first year and most of the second year with Bookkeeping, U. S. History (effect of the Civil War, no doubt), Latin, and Algebra at the end.

The Graduating Course with a diploma which Dr. Nelson had introduced for those who were not going to college, but who completed three years of work in English, languages, mathematics, natural science, and intellectual and moral sciences was retained with some changes. It was now intended to start with the Sophomore Year. This would make the Primary Course a sort of Sub-Freshman and Freshman preparation. The most important change in regard to courses is the introduction of the "Classical Course, Preparatory to College." This is a two year course (six terms) beginning with arithmetic, English grammar, and two books of Caesar, but then, after the first term, plunges into Greek with one term of algebra, one of

geometry, and one of ancient geography added. This course met the increasing demand for college preparation which grew rapidly after the Civil War. It also showed the increasing tendency of students to attend the Seminary longer than a year or less.

The Teachers' Class "Commencing in August," for the "special benefit of those designing to engage in teaching common schools" was continued in the same manner it had been.

Two interesting facts emerge from this period of Winfield S. Smyth's administration of the school routine. First of all he did such a good job the opportunity to go to Cazenovia Seminary came to him in 1869. "While he was Associate Principal the Seminary took on a new type. Its standard of scholarship was elevated, its discipline made more strict, its attendance was increased, its advance in resources was marked." In the second place Prof. W. S. Smyth was casting about for a new opportunity. This routine seemed to stir a discontent or a restless urge to go further afield. The salary limits may have had a part also. Probably as potent as any motive was the lure of the Church. This had led Reuben Nelson, himself, to resign in 1862. It was the preaching and Bible teaching that evidently appealed to Winfield S. Smyth at this time, for at the April Trustee meeting of 1869 he was given a month to decide whether he would return for another year or not. He was . . . "debating going back into the ministry." He did return but as events proved only for the fall term of 1869.

Before the close of the fall term, W. S. Smyth was called to the principalship of Cazenovia Seminary. At the November 19th meeting of the Trustees he explained that

he felt "it was his duty to accept a call to Cazenovia Seminary and he would resign." This statement came just six years to the day after the opening of the Commercial College. He had done his work well. The Minutes state "that we part with Prof. Smyth with feelings of unfeigned regret." In his development as a teacher, principal, and preacher he revealed the impress of the man who had inspired and encouraged him when he was a student and licensed exhorter.

His years at Cazenovia were a record of achievement. The Trustees of that institution put him in charge of raising funds to complete a new Boarding Hall. By December 1870 he had raised the money and the Hall was in operation. And to this Boarding Hall management he brought the experience he had had under Dr. Nelson. "Professor Smyth proposed to add the entire management of that department to his other duties, and the result has justified the policy. It was no experiment. The same thoroughness and sagacity that characterized the arrangement of the literary and governmental departments of the institution, showed themselves in this most difficult department of all. He set out with three cardinal principles: everything must be thoroughly clean, and thoroughly presentable: in making purchases quality and not the price must always be considered . . . Nothing escapes the eye of the Principal and this personal watch secures faithfulness in assistants." This quotation could have been just as truly written of Reuben Nelson. He had been the teacher; Associate Principal, Smyth, the pupil.

Under the administration of Winfield S. Smyth, Cazenovia Seminary celebrated its 50th anniversary. In a very

peculiar way that event touched the Seminary. The events of the Anniversary Week in 1875 were reminiscent of the kind of advertising Reuben Nelson believed paid dividends. W. S. Smyth presided over the affair as he had first done in Wyoming. The history of the school was the work of William Reddy who had been so important a figure in the founding of Wyoming Seminary in Kingston. There is in that volume the only available picture of Winfield S. Smyth. He was a very handsome man with regular features, sideburns, dark complexion with a fine head of black hair carefully combed. Robust in physique, full of countenance with a broad forehead, he was a very distinguished looking man who had dignity, poise, and a firm, severe mouth.

The Treasurer of Cazenovia Seminary wrote this appraisal of W. S. Smyth in 1877 and it does give a picture of the man. "I regard the administration of the affairs of the Seminary as very successful; and this is due to the admirable qualifications that he possesses for the place he occupies. He is a good judge of men; a good organizer, has rare executive ability, an indomitable will, is energetic, firm, and a good disciplinarian; while he is very kind, and enters heartily into any innocent pleasure that may contribute to the enjoyment of pupils . . . ," he in no way allows this good fellowship to interfere with his discipline. "He has secured great improvements in the Seminary buildings. . . . He has beautified the grounds, believing that pleasant surroundings exert upon the student a refining influence. . . . He takes great interest in all questions affecting the moral and religious welfare of the community as well as

those affecting business affairs of the town. He is thoroughly respected and trusted by all." Certainly here we have evidence of the great influence Dr. Nelson could exert upon the character and development of those who were receptive as W. S. Smyth had been.

The close of this account records further successes for Dr. Winfield S. Smyth which carried him into positions of greater trust and for wider influence than any he had previously held. 1878 was his last year at Cazenovia Seminary. He had reached a peak in the teaching profession. Syracuse had conferred a Ph.D on him in 1876. He was a Trustee of his Alma Mater, Wesleyan, from 1872 to 1882. He was honored by his Church, a most respected citizen of Cazenovia. ". . . He lived in a house now occupied by Mr. Spancake. The grounds were beautiful and spacious." Why did he leave? Was it a restless urge again? Did a chance to better himself take him out of the work he had shown such talent for? He became a business man. He entered the firm of D. C. Heath and Co. in Chicago. Here his talent for management and his ability to direct others and to work with them manifested itself. He became a "Director of D. C. Heath and Company and the Manager of the Chicago Office for some fifteen years. In 1893 he was admitted to the partnership." He died on August 4, 1908 in the town of South Harbor, Michigan. "His son, Winfield S. Smyth, became a Director and later the President of D. C. Heath and Co." His grandson, John S. Smyth, is likewise a Director and also Treasurer of this same concern.

In his short term at Wyoming Seminary Winfield S.

Smyth had made two notable contributions: He had established on a paying basis the Commercial Department; and he had reorganized the curriculum introducing a two year course especially for those students going to college, and raised the scholarship standards.

CHAPTER XIII

"Those were Golden Days at the Seminary"

1. Some of the Other Faculty Members

I WANT to say I owe an immense debt of gratitude to the toiling men and women of the faculty of Wyoming Seminary. They helped me largely in my preparation for my chosen work. . . . I now pull off my hat and make my lowest and best bow to the members of the faculty . . . " In this manner Luther Peck paid his tribute to the teachers he had as a student and also those he had known later as a member of the Conference.

Another basic principle on which Dr. Nelson relied to keep the best school possible was to hire faculty members who not only had the necessary education but who had the character qualities and the Christian outlook which would satisfy not only exacting patrons but also the Conference clergy who were naturally watchful of the moral and spiritual life of the Conference Seminary. They tended, in part, to justify the school to the Conference by almost every year calling attention to the religious revivals that took place and the number of souls saved. This required faculty members of religious convictions and members of an Evangelical faith. The two faculty positions which Dr. Nelson first tried to fill with the best qualified

teachers he could find were those of preceptress and the teacher of the ancient languages. As soon as he felt the finances could make it possible he added the position of teacher of mathematics.

The preceptress had a very exacting and confining position with an especially important responsibility in a day when coeducation was still somewhat on trial. There must be no lapses in discipline and that meant the most careful supervision. The second preceptress, Mrs. Eliza York, handed in her resignation at the end of the Spring term of 1846, "on account of ill health."

Miss Frances S. Worthing was the third preceptress of Wyoming Seminary who came in the fall term of 1846 and remained until the end of the spring term of 1848. Born into the family of a Methodist preacher in Burlington, Vermont, on July 29, 1824, "her mental gifts were of a high order, study was her delight, and aided by the best of fathers she made the most of every opportunity, but was largely self-educated. She was a fine linguist, and until the last year kept up almost daily readings in German, Spanish, and other languages, but was fondest of her Greek Testament." Previous to her acceptance of the Seminary position she had had " . . . charge of the female department in the Academy at Towanda, Pennsylvania." In fact she had been teaching since she was sixteen.

"While at Kingston she passed through a wonderful religious experience, the influence of which remained with her during all her subsequent life." She likewise met George P. Porter who attended Wyoming Seminary and "probably through the influence" . . . of Frances Worthing . . . "became a minister." This was still another of the

early romances at the Seminary, for on July 10, 1848, the preceptress and George P. Porter were married. She left the Seminary to assume the duties of a preacher's wife, for her husband began his career in Northumberland, Pennsylvania, the following year. He had a very successful career in the ministry and became one of the important men in Methodism in this section of the country. In 1867 the Conference appointed Rev. George P. Porter the Presiding Elder of the Wyoming District which made him an ex-officio member of the Board of Trustees from 1867 to 1870.

Miss Mary Dietz became preceptress with the opening of the Fall Term in 1848. She was unable to serve long because of ill health. During the winter term of 1850-1851, she was forced to give up and her place was taken by Miss C. Jane Johnson. In the fall of 1851 Miss Dietz returned but four weeks before the winter term ended she was ill again. At the close of the school year in 1852, she resigned. Of her Luther Peck wrote, "Mary Dietz . . . my recollections of her are rather pleasant . . . I can think with what dignity she used to march ahead of the young ladies in coming to chapel. She seemed to me like a substantial Christian lady who did not show for quite all she was worth."

Miss Emily Carpenter was the preceptress from the fall term of 1852 until Mary E. Wood accepted the invitation of Dr. Nelson in 1855.

The men who were hired to teach the ancient languages were usually members of the Conference and frequently taught a few years before devoting all their time to the Ministry. They were usually college graduates. Because of

these factors, it was logical to anticipate little difficulty with such appointments. We have already noted the "cases" of Elisha B. Harvey and of Edwin C. Griswold. The man who taught the Ancient Languages between the problem professors was the Rev. David R. Carrier, . . . "an intellectual, highly cultured gentleman" of very serious and dignified mien. He was a native of Columbus, New York, and had as a boy shown a predilection for study. He attended Cazenovia Seminary and then graduated from Union College in 1843. "He was one of the pioneer school teachers in the territory of Wisconsin, having charge of the first high school there." From that position he came to the Seminary where he became "closely associated with and the prized friend of Dr. Reuben Nelson." When he left the Seminary he became the agent for Troy University and finally in 1857 entered the regular ministry in the Oneida Conference. He had found entrance into the ministry a difficult inner struggle. "It was never with a design to make money or promote selfish ends, I took up preaching. It was a great cross." But with such a serious cast of thought he gave to his work his best efforts. "A great responsibility indeed is involved in this work. . . . How short is life! How much remains to be done!"

Among the early faculty members who were chosen from the student body was Giles LaBar. He had entered as a student before the close of the first year, and he became a faculty member while salaries were still uncertain and part of one's salary might be needed as a loan to meet immediate expenses. He followed W. W. Ketcham as a teacher of Mathematics beginning in fall term of 1848.

"Giles LaBar was just a splendid boy. . . . He would

lay by the professor at times, and he would have regular 'set-tos.' Going into his room one rainy Saturday to get help with my algebra, he sprang from his chair and laid down his book and said, 'Yes, I will help you but first of all I will lay you on your back on this floor by way of a little pleasant gymnastic exercise. I was most too fresh from the plow handle to be easily tumbled. But after the scuffle, I think he had more respect for me and I certainly had more for him. . . . As a teacher he seemed to me to be a success all around."

In the Winter of 1850-1851 he became very ill of a fever in his dormitory room in the old Seminary building and there he died early on January 14, 1851. He was the first teacher to die in the dormitory, an awesome experience for all concerned. The student body met in the Chapel in the morning and resolutions were drawn up and adopted and printed in the Wilkes-Barre "Advocate" for January 22, 1851. In his poem at the Anniversary Exercises J. W. Westlake included these lines in memory of Prof. Giles LaBar:

"Lo! Memory speaks with mild and plaintive tone,
Gently and sadly, as zephyrs moan,
Recalling thoughts of one we all held dear.
A teacher gone, no more to meet us here.
Ye knew him well, Ye often heard his voice
Bidding the fountains of the heart rejoice.
Ye often felt the sunshine of his smile
And heard his gentle step along your aisle.
Oft in your halls where classic memories throng
Ye heard his prayer, and joined his grateful song;

And oft his warnings fell upon your ears.
But ah no more!—for wasting sickness came
And mortal anguish seized upon his frame
His eyes grew dim, his wonted vigor flew. . . .
With aching hearts we stood around his bed
'Till the last feeble spark had fled
And then with streaming eyes, and hearts of woe
His youthful form we buried cold and low."

2. Anniversary Specials—The First Train and Horace Greeley—1856-1857

This feature of the school life which Dr. Nelson had developed into a holiday when visitors came from the entire Conference area and beyond reached a peak in the Anniversary Exercises of 1856 and of 1857. Beginning in 1854 the exercises were held in a huge canvas tent provided by a Trustee, Chester B. Drake. This tent was larger in respect to the area it covered than the whole original building had been. "There can be no more interesting picture than the great tent at the Wyoming Seminary on the Anniversary. Hundreds of ladies and gentlemen, graduates and students, with their friends and relations . . . filling the seats and crowding to the outer edge of the canvas."

At the end of May in 1856, the D. L. & W. Railroad sent its first train through as far as Pittston. The D. L. & W. was rapidly finishing the tracks from Pittston to Kingston. June 24, 1856 was the day of the annual anniversary at Wyoming Seminary. The two events were to mark the close of Seminary week. "Taken in connection with the first running of the cars on the Lackawanna and Blooms-

burg road, the day will be the most important ever known in Wyoming." As an added attraction this sentence was included, "A dinner will be served on the grounds." Not only was the first train to reach Kingston but, "The Wilkes-Barre and Kingston road will probably be opened straight through to it (Kingston depot) and make one of the prettiest drives in even Wyoming." (This last sentence tells us more than pictures of the road the changes that have taken place since 1856.)

There were several reasons for combining the two events. As we have seen it was the custom of Dr. Nelson to include community interests and activities in some of the school functions and to spread the fame of the school by the excellence of the essays, orations, and colloquies on the closing day of exercises. Trustees were interested in the Lackawanna and Bloomsburg Railroad. William Swetland was a large stockholder and president of the road during the hard years until it was financially established. William C. Reynolds was a stockholder and one of the Board of Directors elected in 1853. Samuel Wadhams was a stockholder. Madison F. Myers gave to the railroad the lot on which the Kingston depot was built, for the railroad right of way cut across his farm. Thomas Myers, of course, was an investor and director. This was a Kingston "scoop." Wilkes-Barre had a railroad project of its own which was not realized until later. The Record of the Times came out in their June 18th issue with this broadside: "Kingston is ahead! They have a railroad. . . . We can hardly realize that within a mile of us is a bona fide railroad running to New York and Philadelphia, but such is the fact, and the news will be welcomed by every man, woman, and

child in Wyoming Valley. To the West Side of the river, and to Pittston, and Scranton belongs the credit. All honor to the enterprising spirits, that have pushed the work through."

Tuesday, June 24th was "a perfect gala day in Kingston." Even the weather cooperated. "The rain of Sunday had cooled the air and laid the dust, and the morning was tempting." Stages, omnibuses, and carriages were converging on Kingston early in the morning. The Wyoming Artillerists sent a cannon over with a brass band to do the job up right. The first train left Scranton (a city growing up "in the wilderness") at 7 A.M. Close to 5,000 people came. ". . . and about 8 A.M. a first class locomotive with five splendid cars filled with excursionists came thundering down the valley, awakening echoes that have slept since creation." "As the engine approached the depot, the driver blew the whistle. It was the signal. The cannon roared, church bells were rung, a great cheer went up. . . ." No doubt the Seminary bell did its share, for many of the people aboard this first train were on their way to the great tent just beyond Union Hall. And by 9 o'clock there was scarcely a vacant seat to be found anywhere under the extensive pavilion provided for the Institution by Mr. Charles Drake of Wilkes-Barre. "On the staging erected for the speakers, were the Trustees, directors, board of visitors, and distinguished guests."

Promptly at 9 A.M. the exercises opened with prayer. Then three boys and five girls, all students of Wyoming Seminary "under the direction of Prof. Praetorius," sang "Choral Salutation" and "Come Dwell with Me." The Brass Band of Wilkes-Barre furnished the instrumental

music. The day turned warm and sultry but the audience paid good attention through several hours of speaking. The Colloquy (that peculiar substitute for a one act play) given by the boys dealt with the rising tension between the North and South called "Political Crisis." In the afternoon the orator was W. J. Woodward who must have spoken for some time, for he gave a history of the school (he was an alumnus), then a history of the locomotive, and finally wound up with the kind of education suited to these new developments. This brought the exercises to a close. As the hot and tired students and their friends left the over-heated tent, they were still talking of the exciting events and their meaning to the school and to the Valley. No doubt most of them walked down the new street (Railroad Street it was called for years) to the temporary terminus of the L. & B. to board the waiting cars or to watch the train pull out at 4:30 P.M. for Scranton. The little locomotive with the shrill whistle, the huge headlight, and tall funnel with fat, squat top on it belched some of the first coal smoke into the clear air of this rural community. This train stopped at Wyoming and East and West Pittston. When the brightly painted coaches were filled, the whistle blew and the train slowly started with much creaking of cars and couplings and gasping of the short-breathed engine.

Wyoming Seminary as well as the community had turned a corner. The school would now be far more accessible to the outside world and the proximity of the depot to the campus would lure many visitors who had found the trip too arduous and route too circuitous. Special excursion trains from Montrose and Scranton with

half fare became a regular feature of the Seminary commencement. Gradually, too, the rural surroundings of the school were due for a metamorphosis. Just as the apple orchard, beloved of the first generation of Seminary students, had vanished, now, year by year, the corn and wheat fields, the hay lots on which games had been played, the fences and clumps of trees would become new streets with shops and industry or residences. The tempo of life was quickening imperceptibly but steadily. The locomotive whistle was stirring echoes the canal boatman's horn had never awakened.

The Anniversary Exercises of 1857 had an attraction of a different type but calculated to draw the crowd nonetheless. Dr. Nelson had invited Horace Greeley to give the Anniversary address. He was at the height of his reputation as a newspaper man and as a phrasemaker. His coming must have been an event, for the editor of the newspaper made a special point to attend and take notes (although he could not print the speech until the following week because of the time required to set the type).

It was the afternoon of June 30, 1857 that Mr. Greeley, owner and publisher of the famous "New York Tribune," arrived in his "old, light drab coat" and "a battered hat of similar toneless hue." Of course his subject was titled, "Education, Its Motives, Methods, and Aims;" rather forbidding for a hot midsummer afternoon. He rose to face his audience, "a man with a good muscular figure, well-proportioned, with a large head, massive brow, a countenance serene and expressive of good nature." There had been evidently some difficulty about his manuscript. He "stood behind a large melodeon, on which six immense

folios, volumes of the Biographia Britannica piled as a stand for his notes; and with a voice and manner which seemed as if his muse were pitchforking great loads of thought out of his interior, with tremendous effort, but which grew gradually easier . . ." he launched into what is still a good address to read. One observer wrote, "his elocution is bad and his gestures awkward, made principally with his feet by raising them alternately," but another added, "Mr. Greeley . . . was listened to with profound interest by a multitude crowded into the vast tent and surrounding it." After a review of the origin of some of the ideals and principles of education which were the gift of the ancient Greeks he sounded the keynote of his own thought, "Yes, I demand of education, and of every part of it, *fruits*. I test its value by the standard of practical utility . . . That son is not truly educated who cannot grow more corn on an acre than his unlearned father, and grow it with less labor. That educated daughter has received a mistaken and superficial training if she cannot excel her mother in making soap or cheese or butter." One woman in the audience shook her head in a strong negative at this last statement. Whereupon "he looked at her and smiled." He developed this thesis, thanked his audience for their patience, and came to the closing section which would serve today as well as then. "The curse of our time, as I suppose of all times, is inordinate self-seeking. We acquire that we may serve, not mankind, but ourselves. We seek not to keep step in the even march of life, but to steal a ride on the baggage wagon. . . . The spirit of the new age is different; it speaks only of and seeks for, the equal rights of all . . . and it cries as it hails the rising genera-

tion, 'Youth, study! Study with all your energies, but study only that you may be a more effective worker.' It says to men everywhere, 'work, that you may be more unselfish and effective students.' And to all, 'Live, with all your powers and all your life, that the haughty may be abased, the humble exalted, and God glorified.' "

By 1859 the crowds that came to the Anniversary exercises could not be comfortably seated nor as easily managed. For this reason in 1860 tickets were sold at twenty-five cents a seat. The crowd was smaller and less refreshments were sold but the . . . "seats were all filled . . . A much larger transient crowd would only have rendered the dust and the heat more oppressive."

In 1864 when the wings were completed, the enlarged lower floor of the center building where the dining room is at present was ready as the new Chapel. The Anniversary Exercises were held there until the Nelson Memorial Hall was erected.

3. Seminary Life in 1850's and 1860's

This period seems to have been a pleasant one among the boarders at the Seminary. There were still students who roomed and boarded outside of the Seminary buildings. One girl wrote that during her first term at the Seminary . . . "she and another young lady had rented rooms in what is known as Dr. Nelson's old house. . . ." There was no oven but just a grate fire. She tried to bake bread by putting some sticks in the bottom of the kettle and pouring in some water. Then the kettle was placed on the coals to boil. The result was "she lived on dough and potatoes

that term." Another girl wrote, "I made a call this evening where two gentlemen and three ladies board themselves. They have a good time. A great many students board that way."

In the same letter (to Susan J. Gilpin), her cousin Melissa Bortree wrote her first impressions of the school. ". . . I am sure you will like it when you get here and get settled once. I like it just as well as I anticipated. David and I have not been the least homesick yet nor do not intend to either if I can help it. I think a great deal of all the teachers with a few exceptions. It seemed strange for a few days not to see one I was acquainted with but I soon got acquainted with the girls. They are very sociable. I go to church twice every Sunday and to prayer meeting Thursday evening. It is just across the street, Mr. C. Perkins is the minister . . . It is now tea time and I must put my writing away for a while. . . ."

Did she have any school work to do? Her letter continues, "9 o'clock in the evening. Study hours are over and I will finish my letter . . . I think they are very strict here, the students have to get up at five in the morning and study an hour and a half before breakfast and study from seven until half after nine in the evening and they must be in bed at ten o'clock when the bell rings." (And students fume about rising at 6:30 A.M. now!)

Annie Moore in writing to her roommate of the previous term (Susan J. Gilpin) gave reasons why a girl should secure as much of this education as possible:

". . . Oh I want you to come back very much. All the girls are waiting to see you, they say it is lonely without you but they do not any of them miss you one-half as

much as I do. I waited a week before I had a chum hoping you would come back and should have waited longer if Miss Wood would let me . . . I am in No. 8 this term. I like it very much; it is such a pleasant room. If you will come now and room with me, what nice times we could have. Let Mr. Losey go for a while dearest and come won't you. You will never be sorry for the days you spend at school. Don't give up now, get married and—and lost I might say but get a good education and it will be a happiness to you now while in the bud of womanhood a joy in middle life to think you can mingle in the best educated society without embarrassment and a joy in declining years when you think of the benefits and happiness you have derived from obtaining a good education . . . My star is here this term and rooms with your George. He does not board in the Hall. I have not seen him to speak to but once since this term commenced. There is but one new student in the Hall this term. She has our old room . . . There is not so many students here this term by a great many as there were last term . . . I study arithmetic, practical and mental, Latin, History, and Parsing. It is as much as I can attend to. . . ." The Hall was the "Ladies' Boarding Hall" which burned in 1863. The late 1850's was a time when friends did not exchange snapshots but: ". . . She gave me her miniature. You shall have mine dear Sue before I go home. At the end of this term I guess I can afford to give it to you. I have two or three postage stamps left, don't you believe I could get my dag-type taken for that? I do . . ." Annie Moore came from Massachusetts. In a letter on June 16, 1859 she wrote, "Oh, I forgot to apologize for not answering your letter before but you

know it is so near examinations I have to study very hard to prepare for them . . . I have no news to tell you Susan that will be interesting only that I enjoy myself oh so much. I hate to have the term close. Father talks of having me come here a year, oh, if I only could, how delighted I would be . . . Exhibition is on Tuesday, the 28th. Now Susie do not fail to come. Will you? . . ."

One of the popular sports throughout this period was sleigh riding. Melissa Bortree wrote her cousin in the Winter term of 1861: . . . "We are well—and enjoying ourselves the same. I must tell you something about how it looks out of doors at present. The snow is about 6 inches deep and all soaking full of water for it has rained today so you see our prospects for a sleigh ride are at an end. We came very near having a sleigh ride this week. The gentlemen asked Mr. Nelson and he said *No* of course.

"The school is very large, the most I ever saw here. Three new students came this week. I do not know them all by name, when I see them I know they are students and that is all. One hundred board in the Hall . . . Miss Petty is here. She inquired for you. Also Mr. E. Burnes and I. L. Chandler asked if you were married yet. The former and his brother teach school in Wilkes-Barre and board at the hall. . . ."

As the Civil War came on the nation the life of the school could not escape some of the repercussions. For instance in 1856 when the assault on Senator Sumner occurred. On May 30th when the Chapel exercises came to a close Dr. Nelson read this notice among others given him by the students previous to the service, "The students of Wyoming Seminary, who feel indignant at the

dastardly assault recently made by one Preston Brooks upon the Hon. Charles Sumner, U. S. Senator from Massachusetts, are requested to remain in the Chapel after the dismissal of the school to transact such business as may be presented for their consideration." The entire student body remained, elected a chairman, and moved to have a Committee appointed to draft resolutions condemning the representative of South Carolina and sympathizing with the Senator from Massachusetts. On the following day the student body assembled to hear the resolutions read. When a motion was made to adopt them, two young men violently opposed the resolution as the work of abolitionists. "One was not a member of the school and the other had only been present about four weeks." After some confusion the resolutions were adopted and printed in the "Record of the Times" of Wilkes-Barre. That evening in the dormitory room sixty-four, a small group, gathered and drafted counter-resolutions. All of this would have never been heard of if the Wilkes-Barre "Luzerne Union" had not been strong anti-abolitionist and printed the latter resolutions to get back at the "Record of the Times" which had condemned the assault on Sumner.

When the war between the states came . . . "there was scarcely a circle that had not been broken in the call for ninety-days' men . . ." The enlistments first touched the student body in the fall of 1861 . . . "when bands were playing and soldiers marching . . ." Dr. Nelson spoke to a large ". . . assemblage of people on the Seminary campus . . . inspiring them with . . . his own patriotism." One rainy morning that Fall "a little company of professors and

students went to the depot to bid good-bye to John Johnson, Thomas Jayne, and J. B. and J. D. Maxwell." Of this group all except Jayne received grades for the term ending on November 5, 1861. Johnson had a 100% in each subject. J. B. Maxwell had evidently succumbed to the war fever, for he failed two of the four subjects his last term.

Another wrote of that period, "Those were the days of Brunson, to whom a career more than usually bright seemed open, but who died of smallpox during the war. And there was . . . Loem Burritt, Colonel . . . after the war, brave among the bravest in those sad days. And Sheridan Mott was here during one year, boyish, slender, black-eyed, shy and reserved but taking highest rank in his studies. Going into the army he was killed in the war."

Prof. Louis Praetorius who was in charge of the Wyoming Seminary Music Department left to enter the war and was a bandmaster of the 9th Pennsylvania Cavalry. He became the captain of Co. D in the same regiment before the war was over.

For the period following the Civil War there is an interesting and quite detailed picture of the Seminary in the diary of Royal Taft who was a boarder between 1864 and 1868. Much of what follows is based on entries he made and on notes he had.

"In 1864 I was taken to Wyoming Seminary by my father and mother. I was fifteen years of age. We left Hawley (Pennsylvania), our home town at 7 A.M. on the passenger car called the 'Pioneer' and arrived in Pittston in plenty of time for dinner. In the afternoon we took the Bloomsburg road for Kingston arriving later in the afternoon. Coming from the station to the Seminary no build-

ings were on the left side of the street except the hotel and two or three dwellings close to it. On the right side there was just one house."

In the room which he had on the first floor of Union Hall with an outside entrance, . . . "no carpet covered the floor which was made of old style wide boards not matched together. An old style straight cylinder stove heated the room and we were obliged to carry in coal and take out ashes. The big room was also our place for study being equipped with a table and two chairs for each set of two students." (Two rooms were together, one with no window, and four boys lived there.) "An old style wash stand with white bowl and pitcher served for our ablutions. If we wanted hot water, we heated it in a pail on top of the stove. The water both for drinking and for toilet purposes was obtained from a pump on the opposite side of the street. The oil for our lamps we bought from Abe Goodwin who kept a drugstore at the Corners and also had the postoffice. We carried the oil to the Sem, filled our own lamps and cleaned the chimneys."

The winter and spring terms of 1866 give an excellent idea of the school routine in the mid-1860's.

Wednesday, January 10th. "The lessons do not grow any shorter. Prof. Stoutenburgh imagines we have nothing to do but study geometry, and Prof. Forsyth thinks we have nothing to do but study Caesar. I am catching up to the class in algebra."

Saturday, January 20th—"The day that is hailed with delight by all students, for it is a day of rest if we choose to make it so. In the consequence of the prayer meeting our Society (Independents) did not meet."

Thursday, January 25th—"Dr. Nelson commenced the course of philosophical and chemical lectures this evening. The subject was electricity and there were some good experiments. The lecture was very good. Snowed very little."

Wednesday, January 31st—"Helped Dr. about laboratory nearly all the afternoon. After school he delivered a lecture on pneumatics. I like to help about the experiments very much. . . ."

Saturday, February 3rd—"In the evening attended a party at Mr. Pettebone's at Wyoming. It was a stylish affair and we had a pleasant time . . . Arrived at the Seminary 12½ o'clock." (!)

Thursday, February 8th—"The boys by throwing snowballs at each other while in front of the buildings broke the glass, and disfigured the building giving Prof. Smyth a great deal of trouble to keep them in subjection."

Monday, February 19th—"Protracted meetings are being held every evening (revival services). I attended this evening and several went forward. . . ."

Tuesday, February 20th—"Singing school immediately after Chapel. Went to prayer meeting and was among the number that went forward. May I continue to grow in grace and be a faithful follower of the Lord. . . ."

Monday, March 5th—"The school duties of another week have commenced and I am not overly well prepared in my lessons. Went to prayer meeting this evening which was held in the room of the Independent's Association."

Tuesday, March 20th—"It was quite exciting around the Seminary as it was examination. Most of the scholars dread it very much. I was examined in two subjects and got along all right."

Wednesday, March 21st—"Examination continued. Examined in algebra this morning and that finished my trials. Sociable this evening. Had about the same kind of a time as usual. Last day of school."

Monday, April 9th—"Commenced studying a little, but could not get my mind fixed upon my studies. Virgil is rather difficult and required considerable study. A few of the old students arrived today. Sat up till eleven o'clock."

Friday, April 20th—"The first public exercises of the term took place this evening and were very good. Prof. Forsyth came into our room this evening and complimented us upon keeping a clean and neat room. Chum went home."

Saturday, April 21st—"Played ball in the morning and our side was beaten quite badly. Tried to study in the afternoon but was so drowsy I did not accomplish much. Attended the society in the evening and we had a good debate."

Tuesday, May 29th—"I have been thinking for some days just what subject to choose for Anniversary but concluded to take 'The Scholar's Hope'. Although I would prefer some others but Professor Smyth thought they were too old."

Wednesday, May 30th—"Prof. Smyth heard the Virgil and gave us a shorter lesson than Dr. is in the habit of giving. . . ."

Friday, June 8th—"Prof. Smyth announced in Chapel that we would have an excursion tomorrow. . . ."

Saturday, June 9th. . . . "The school had an excursion to 'Campbell's Ledge.' I took Miss Helm. A few of us took a different road from the rest and *took the wrong*

road. Prof. Smyth and I played mumble-peg which resulted in my being beaten and obliged to pull the peg in the presence of the ladies. Had a good time."

Thursday, June 21st—"No Chapel morning or evening. The chapel is being painted and will look very well at Anniversary."

Friday, June 29th—"The Anniversary at Wyoming Seminary took place today. The Exercises went off very good. I got through all right with my oration. Bishop Simpson delivered the address, which was very good. Went to Scranton."

The program of the school must have been more flexible in those days, for in 1866, the fall term was scheduled to close on November 10th but on Wednesday, October 24th, "A petition was in circulation to have school close on the second of November. I hope it will be granted." On Friday, October 26th, "Prof. Smyth granted the petition and announced school would be out a week from today. I for one am not sorry." So their vacation began November 2nd and they returned to school on November 20th before Thanksgiving. Thanksgiving at the Seminary in those days was celebrated thus: November 29th—"Today is Thanksgiving and rather an unpleasant day as it has rained quite hard. Attended service this morning. Prof. Sturdevant preached very good. Beef roast for dinner. No turkey or chicken." And Christmas was just a holiday between two regular class days! "There is no school today on account of its being Christmas. We only had two meals. The dinner was very nice. I carved a turkey and got along very well. Cleaned off the ice and tried to skate but it was too rough. Had another sociable tonight and enjoyed my-

self quite well." Likewise New Year's Eve was spent in the Seminary! The 31st of December came on a Monday. "This day closes the year 1866. . . . Prof. Smyth gave us permission to have a sociable this evening, but said we must not ask for another tomorrow night. Professor tries to do the fair thing with the students. The sociable passed off very pleasantly, and I had a good time. Miss Corson went home with Miss Vanscoy and I accompanied them to the depot. After the sociable closed I went to Dale's room and we got out the Virgil lesson. I afterwards stayed with him. Retired about 12 o'clock."

Two years later changes had already occurred. Coming down to school for the Spring term of 1868, he traveled to Pittston, ". . . took dinner and then went to Wilkes-Barre on the L. V. R. R. . . . Reached the Seminary about 3½ P.M." He now had a room heated by a furnace and appeared to enjoy many privileges of the teachers. For Thursday May 21st, 1868, "arose at 5 o'clock. Studied hard all day. Lyman, Kasson and I made a fire in the furnace which heats our room . . . Telegraph dispatch today that Grant in nominated for the presidency."

In an entry for Tuesday, May 5th, "Phin stayed with us last night. As we did not go to sleep until after 12 o'clock last night, we did not wake up this morning until nearly seven o'clock. Taught the trigonometry class. Prof. Stoutenburgh expects to be away a week and gave me the class . . ." One day he taught a spelling class; another a class in geometry. The Fall and Winter Terms had been altered so that Christmas day and New Year's day were no longer spent at the school. The building of Centenary

Hall had ended the overcrowding. Otherwise the tenor of Seminary life was about the same with hard work, outdoor activities, frequent "sociables," the Winter revival with services every night in the week, and the little events, bits of gossip, etc. which make up school routine.

PART III

Dr. Copeland

1872-1882

CHAPTER XIV

A Distinguished Successor

1. Dr. Nelson Chooses the Third Principal

TEN years had passed since Dr. Nelson resigned to devote more time to the Church than he could with the school responsibilities. In June, 1872, the Church called him again, this time more imperatively and to a higher office. The General Conference had elected him to the position of Senior Book Agent of The Methodist Book Concern. This decade had ended so successfully that the Trustees had adopted this resolution in regard to his new salary of $2500: "This shall be continued as his salary in the future should he remain with us." By the irony of fate he was leaving now that the prosperous condition of the school made possible a salary commensurate with the value of his services. It was a legacy to his successors.

Dr. Nelson stated to the Board on June 28, 1872, that he must resign to take up the duties of Book Agent. The Board then gave him authority to choose a successor. His first hope was evidently to persuade Prof. L. R. Abbott to be the third Principal of Wyoming Seminary, for a committee was appointed to inform Prof. Abbott of the situation and then to report to Dr. Nelson. However, within less than a month Larmon R. Abbott was dead.

The election of Reuben Nelson as Book Agent in the New York Office of The Methodist Book Concern was the result of his record as a business manager in Wyoming Seminary. The Methodist Book Concern was involved in a financial scandal. In the previous summer the Wilkes-Barre "Record of the Times" for July 5, 1871 reported in an editorial that Dr. Carlton, the Senior Book Agent, was found by Dr. Lanahan to be crediting his own account each month. According to the charge the defalcation amounted to $36,000 in the previous two years. However Dr. Carlton had denied the charges and the New York Conference had tended to support him. Thus the matter came before the General Conference where an investigating Committee found Dr. Lanahan's charges true. Dr. Lanahan resigned as Junior Book Agent, but "Dr. Carlton allowed his name to go before the Conference and received only 75 votes."

"The Record of the Times" editor then added, "under these circumstances Dr. Nelson's position is a difficult one. He is expected to restore confidence in the Concern, and we have no doubt he will succeed in doing so. He is possessed not only of a strict integrity, but a high order of business talent. He will soon master all the details of the immense business of the Book Concern, and no employee will have an opportunity to make large commissions on the purchase of material without the Doctor's knowledge." His associate was to be Phillips, a layman with publishing experience.

"We shall be sorry to lose Dr. Nelson from this part of the country. His financial ability has made the Seminary

at Kingston a great success. We do not know who will succeed him there, but no one is likely to fill his place."

Evidently Dr. Nelson assumed the duties of his new office shortly after the Trustee meeting, for he did not have charge of the annual Anniversary exercises although he attended the alumni meeting. Prof. Larmon Abbott acted in place of the Principal. No successor had been chosen. To find such a man was no easy task. The sudden death of Larmon R. Abbott on Friday evening, July 12, 1872, ". . . from congestion of the brain . . ." at the home of his father-in-law, A. H. Snow at Winsted, Connecticut removed a possible candidate. In a letter written by his father to Dr. Nelson, there is a glimpse of the kind of man the "Senior professor" was and his close relationship to Dr. Nelson. He had a high fever and much of the time his mind wandered slightly. He . . . "seemed anxiously employed in preparing for the examination and anniversary of the Seminary. Being with him the last week of school I saw that he was not in his usual health, and was carrying burdens too heavy for him. This I told him and he replied, 'Dr. Nelson has left these things with me, and I must attend to them myself, for should there be failure in any item of the anniversary I shall be blamed.'

"But I need not refer to these things. His active, heroic and useful life has closed with his sixth year in your thriving Seminary . . . " Near the end his mind cleared and he quoted Scripture and the hymnal. From the beginning of his tenure at Wyoming Seminary he had won the confidence and trust of Dr. Nelson. Frequently he assumed added responsibilities. Likewise in the story of the Anniversary of 1872 there is the measure of how big a job the

principalship of Wyoming Seminary was in the 1860's and 1870's.

In the evening of June 27, 1872 the Alumni gathered in the Chapel for their annual meeting. Caleb E. Wright was chosen as the chairman and he gave a brief eulogy of Dr. Nelson. Then Dr. George Peck presented the retiring Principal with the resolutions of the Conference ministry. He explained that Dr. Nelson had left against the pleas of the Trustees "as a matter of principle." Following the recitation of a poem and another speech, both by men who had been among that little group the first day of Wyoming Seminary, Payne Pettebone spoke on behalf of the Trustees and presented a gold watch inscribed, "To R. Nelson, D. D., for 27 years Principal of Wyoming Seminary. Presented by the Trustees, June, 1872." Dr. Nelson ". . . in a voice choked with emotion, made a most beautiful response to all that had gone before, at times very nearly losing his power of speech amid the contending memories. . . . He made mention of those who helped him—Conference ministers, men such as Wm. Swetland and Payne Pettebone—Alumni, present students and people of the community."

It was at the Trustee meeting on July 24, 1872 that Dr. Nelson announced the death of Prof. L. R. Abbott. Then after mature consideration and an informal ballot, it was . . . unanimously resolved that Dr. Nelson be requested to telegraph Prof. Copeland of Hillsboro Female College of Hillsboro, Ohio, as to his willingness to accept the position of principal." The following day a telegram of acceptance from Dr. Copeland was read. "Prof. Copeland was unanimously elected Principal." Thus the third Principal of

Wyoming Seminary assumed office. Under what circumstances Dr. Nelson came to know Dr. Copeland and to invite him to take up the difficult work he was about to lay down forever there is no clue. He had chosen a man who had had a distinguished career as the principal of several schools sponsored by the Methodist Church.

2. David Copeland

David Copeland, eldest son of the Rev. Edmond Copeland of the Vermont Conference, was born in Braintree, Vermont, on December 21, 1832. Brought up in a minister's home, he had a taste for scholarship and an interest in the ministry as a professon. His family background reached back to the founding of Puritan Boston in 1630. Not only his father but three of his uncles were Methodist ministers. "His youth was passed among the hills of his native state. He prepared for College in the Vermont Conference Seminary at Newbury, Vermont. Wesleyan was his choice for college. He entered in 1851 and graduated in 1855. He graduated with Phi Beta Kappa, the highest scholastic honor granted by the university. His record was such that he was elected Principal of the Monroe Academy, a Methodist Conference-sponsored school located in Henrietta, New York (near Rochester). He was able to carry the work only the fall term because his health broke down and he was forced to rest during the winter."

By the spring of 1856 David Copeland had so far recovered, he accepted a position, "teaching mathematics and science," in Falley Seminary at Fulton, New York.

He remained there for two years. This was an academy with courses and regulations similar to Wyoming Seminary . . . He was there during the first part of the period of the Academy's greatest usefulness under the principalship of John P. Griffin. The latter had those rare qualifications of mind and heart which made a successful schoolmaster. An important factor in the school's success was . . . "due to Professor Griffin's enterprise and tact in calling around him the most efficient helpers . . . He succeeded in drawing to Fulton and effectively using the very best instructors the times could afford." Among the first half dozen names mentioned in the "History and Reunion of Falley Seminary" is that of "Professor Copeland." This experience under a man of the caliber of John P. Griffin was excellent preparation for his seven years as principal of Springville Academy. In his second year as a member of the faculty of Falley Academy his younger sister, Mary J. Copeland came as a teacher of "the Ornamental Branches." She had just been graduated from the Vermont Conference Seminary at Newbury in the class of 1856. She remained with her brother in Fulton until he was appointed principal of Springville Academy at Springville, New York, in the Genesee Conference. She was elected the first preceptress of that Conference-controlled school. In this way brother and sister together laid the foundation for the immediate success of the Springville Academy. During David Copeland's last year at Falley, his wife, Sarah W. Copeland, taught the instrumental music. Thus the two years at the Black Rock Conference Seminary in Fulton determined finally that his career should be in education rather than the ministry. During these years of teaching, David Cope-

land was preparing himself for admission to the Methodist Conference. In the fall of 1858 "he united with the Genesee Conference fully intending to enter upon the duties of the itinerant. But his long cherished hopes were not realized. The Conference prevailed upon him to take the Principalship of the Springville Academy at Springville, New York." This election was testimony to his work as a teacher in Falley Academy and to the opinion held of the young teacher in Genesee Conference.

Springville Academy was established as a Conference school in 1858 and David Copeland was the first principal. The Genesee Conference had the previous year decided on a Seminary in the region of Springville. The school they chose had been in existence since 1830 but had not been very successful. In 1859 the Springville Academy had about 90 students and the prospects were encouraging.

The first year of his principalship, his sister, beginning in the winter term of 1858-1859, was preceptress. After a year in this position, she returned home where she remained until her marriage in 1861. In spite of the opening of the Civil War by 1861, the Academy was in a prosperous condition with more students than at any time since its original opening in 1830; "the grade of students is also higher." In the Conference of 1863 the reports mention twice the success of the Springville Academy. The 1864 report repeats the assertion of success and adds, "Under the successful management of Rev. D. Copeland, A. M. everything indicates even greater prosperity in the future." In the next year $5000 was spent in renovating the school. "It still retains its beloved and laborious Principal." The report concluded with the statement that the

Springville Academy "is one of our most successful institutions." In the period 1862-1865 the Academy had an average of over two hundred boys and girls.

After the Fall session of the Genesee Conference in 1865, Dr. Copeland was invited to be president of the Hillsboro Female College in Hillsboro, Ohio, a position which he held from 1865 until the summer of 1872 when he arrived in Kingston to take up his duties at Wyoming Seminary.

Dr. Copeland came to the Seminary with fourteen years of successful service as the principal of two Methodist Conference institutions. He was in his fortieth year, a man of scholarly interests, a bookman of serious thoughtfulness who inspired respect and loyalty. Dr. Copeland was handicapped because of his limited reserves of physical energy which circumscribed his activities. His portrait reveals the sensitive and spiritual qualities of the student. He wore his hair quite long but was smooth shaven. He spoke with ease but usually from manuscript and frequently was the speaker at Institutes. Wherever he went, whatever he did he attracted attention as a man of sincere purpose, and selfless devotion to the work he had undertaken. There was in all he did a passionate desire to make a better world and a love of living and working to that end which was probably intensified by the physical limitations which had originally prevented him from entering the itinerancy of the Genesee Conference. He was well-liked by the faculty and no student has written or spoken of him except in the highest terms. He was not a business man and preferred to limit that part of his job to the minimum requisite for a successful performance of the duties of his office.

He was a brilliant student and so impressed all who ever came in contact with him.

Dr. Copeland entered upon the duties of an office particularly difficult to fill. Dr. Nelson's connection with the Seminary had been very personal; his growth and the school's growth were inseparable. The new principal had been sponsored by Dr. Nelson. The latter was soon to be president of the Board of Trustees, from which position he would still exercise some guidance. The Institution he had created out of the battles with debt and a hostile nature. Dr. Copeland later wrote, "The impress of his thought and his hand is upon all . . . Soon after he was called to New York I recollect his saying that he remembered the Seminary daily in his prayers. The knowledge of this was an inspiration to us all, and especially to me who had so recently come, as a stranger, to stand where he had stood."

Because this was so, the first year was one of adjustment as Dr. Copeland assumed full control and began to guide the Seminary toward the goals he had set. This time the financial condition of the school was sounder than in 1862 and the panic did not come until 1873. At the first Trustee meeting he attended, in November, 1872, ". . . Prof. Copeland presented a financial statement very pleasing to the Board." Surplus funds were invested. It was the meeting in which Dr. Nelson was completing his work, for he announced Miss Sarah M. Soule had been hired to teach English. Evidently Dr. Copeland separated the functions of the principal and the treasurer, for at the May 3rd meeting in 1873, A. J. Pringle was elected Treasurer and a resolution was adopted to the effect that the

Principal would collect the bills due the Institution and put them in a bank account labeled "Wyoming Seminary" with the understanding that the Treasurer could draw on those funds to pay the debts of the school. This arrangement was followed until the death of A. J. Pringle in 1881. At this same Board meeting Dr. Copeland read a paper making suggestions for raising the standards and changing the courses to increase the usefulness of the Seminary and to widen the patronage. The Trustees approved the . . . "suggestion. . . to give greater prominence in our catalogue and circulars to the fact that our graduating courses of study are designed for both sexes." This no doubt came out of his experience as the president of a girls' college. He was then asked to report at the next meeting of the Board on ". . . any modification of the course of study he may think proper, also plans for a graduating course in music and also in drawing and painting."

The Anniversary Exercises, now called Commencement Exercises, of 1873 found the new principal at home and in full control of Wyoming Seminary. After the commencement address by Bishop Gilbert Haven, Dr. Copeland gave out the diplomas to the graduating class. He told the graduates . . . "not to go forth with the idea that their education was complete. Each month and each year should find us wiser than before. . . . Remember that whatever you accomplish must be done by earnest, diligent hard work."

In the evening of that July Commencement Day, Dr. Copeland was called on for a few remarks. He thanked the Board of Trustees, the citizens of Kingston, and friends of the school for the kindness shown him during his first

year. "The letters he had received cheered him very much and gave him courage to go forward."

The close of that commencement day was another triumph for David Copeland. At last Dr. Nelson had found a successor big enough to take up the great tasks he had laid down when he became the Senior Book Agent. He had already made some changes in the curricula and standards of the Seminary. He had the feel of the job and was ready to meet the problems and successes of the years just ahead. Those who worked with him caught the fire of his enthusiasm, were moved by his faith and sincerity.

CHAPTER XV

Dr. Copeland's Administration

1. The Scholar at the Helm

DR. DAVID COPELAND was a rather short man in stature, inclined to be thin. Although not a handsome man in the ordinary sense of the word, he had a distinction of appearance which attracted attention. In his pictures, his features are regular and finely drawn, mouth firm but not severe, and a high forehead; he wore his hair quite long, brushed back over the ears; a goatee, once black but at this time filled with gray, gave him a dignified and scholarly appearance. The eyes were quite deep set, frank, and filled with an earnestness and conviction borne out by his life. He, too, had fought against the restrictions of a frail physique and the oft-repeated threat of illness, and he had triumphed over setbacks, triumphed through a deeply rooted faith in God. His is the countenance of the dreamer and the seeker for truth. In his career he was able to study and to lead others to the resources of the mind and spirit. His mind was a keen instrument which served him well and with which he was able to be of greater service to his generation than his strength would have suggested as possible.

Dr. Copeland talked easily and effectively. His seriousness, his understanding of not only students but older people as well, his integrity and modesty made him well-liked by both students and faculty, and likewise in the community and the Conference. He inspired a respect and loyalty to which all who knew him have testified. He was remembered for his scholarship and his sincerity. "He was not a business man but a very brilliant student." One student of his time remembered the inspiring way in which he conducted chapel exercises; another remembered his great commencement sermon of 1879, "Light, Reason, and Faith"; another recalled his friendly guidance—all felt that he was sincere in his deep interest in their welfare.

Dr. Copeland entered upon his administration at a fortunate time considering the type of improvements he desired to make, for the financial condition of the school was the best it had been; the enrollment was large and business conditions were still good. He took up the work of reorganization of the curriculum and of improving the scholarship where Winfield S. Smyth had dropped the matter when he resigned. The times were ripe for such a change because in the wake of the war more boys sought college preparation and more girls were seeking a college or preparatory school training. Because of this increased purpose in schooling, there was a more serious interest in intellectual pursuits. As a matter of fact several very brilliant classes graduated in Dr. Copeland's era and some outstanding careers followed their Seminary and college training.

In the first catalogue published by Dr. Copeland's administration the courses of study were six in number

and included not only the Literature and Science course and the Classical Course but also a College Preparatory Course "designed to prepare young men *thoroughly* for the best universities in the land." It was a three year course. The Classical Course was made a four year course which was "much more extensive than the course in literature and science," and it was designed for those students who wanted to pursue a course intermediate between the usual Seminary course and a college course. Nearly one half of the studies were the same as those in the best universities. The course was especially recommended to young gentlemen who were preparing for professional life, and to young ladies who sought . . . "superior intelligence and culture."

Diplomas were from this time on given in all six departments including the common English course and the musical course. "*Both ladies and gentlemen receive Diplomas on the completion of any one of the courses of study.*" Previously it will be recalled diplomas were given only in the one course called the graduating course. In 1873 there had been only two diplomas granted. After this time graduation came more and more to signify the granting of diplomas. By 1877 there were graduates of Wyoming Seminary in seven different colleges, "in which, we are grateful to learn, they take a very high standing in scholarship and deportment."

The teachers' class which had been a feature of the Seminary since early days was now offered as a "Normal Class" which could be taken along with other regular subjects. Thus the student would receive . . . "the full benefits offered by exclusively normal schools. This department of

the school is under the personal instruction of the president." There was another innovation in classwork with a study group in "the elements of theology" which was not to be a substitute for "attending a theological school" . . . but simply a preparatory class for those who aimed for the ministry.

"In order to meet a pressing demand a Military Department has been organized under the command of Prof. A. W. Clinton, late senior Captain of the First Battalion of Cornell University." Infantry tactics and bayonet exercises were to be included and this course would be pursued in recreation hours and would offer a way of securing "a most healthful and pleasing exercise." The description ends with this sentence: "Two companies of the 'Wyoming Cadets' have already been organized with most beneficial results." In addition to this rigorous method of exercise there is a suggestion that young men not in the Military Department should "engage in appropriate athletic sports." Since the administration of Winfield S. Smyth, the girls received their exercise in "Dr. Dio Lewis's system of light gymnastics." All the girls were required to take part in the gymnastic exercises, and their parents were requested to provide them with the prevailing style of gymnastic suit. All of this was an evidence of the effect of the Civil War and the land grant colleges' emphasis on military courses and drill (under the Morrill Act). It was the first hint of a new day in sports and the development of the gymnasium programs. The last days of Dr. Nelson's tenure and the early period of Dr. Copeland's presidency saw the Seminary adjusting itself to the developing demands of American education.

Dr. Copeland had an earnest and distinguished group of Trustees to aid him and to respond to his suggestions for a better school. Although Ziba Bennett retired from the Board in 1873, two of the staunch supporters of Dr. Nelson and the school in the 1850's and 1860's—Isaac Shoemaker and Payne Pettebone remained. The latter was now vice-President of the Board. (Dr. Nelson was the president.) Elijah C. Wadhams, son of Samuel continued that family membership. George S. Bennett, son of Ziba Bennett, and husband of Ellen Nelson, Dr. Nelson's daughter, had taken his father's place. Alexander J. Pringle, who had assumed the duties of Treasurer of the Board, when Dr. Nelson toured Europe was now the elected Treasurer. Abram Goodwin, another distinguished Kingstonian, had become a member during Dr. Nelson's last two years. He had been an associate Judge in Bradford County in his younger years and then had returned to Kingston to live just before the Seminary was established. (His daughter, Mary, became the wife of Willis L. Dean.) There was another member of the Board who had lived out of town for a number of years and who married while away—Caleb E. Wright, a member of the Wright family of Plymouth. Educated in the Plymouth and Wilkes-Barre Academies, he had been admitted to the bar in Luzerne County. He had practised law at Doylestown in Bucks County for nearly twenty years. But in 1853 he returned to his native valley and continued his career here. He was destined to leave for Doylestown in 1876 to live there for the remainder of his life. Resolutions of good wishes and appreciation were read at the March 28th meeting, 1876. A staunch Methodist, he was a local preacher in the

Franklin Street Church of Wilkes-Barre. He was likewise a distinguished author. At the Anniversary Exercises of 1864, Caleb E. Wright had been the chief speaker.

It was the consensus that ". . . Prof. Copeland entered at once upon his office with a large experience, and an energy and a love of the work, which were a sure guarantee of success. It is sufficient to say, that under his management we have had one of the most prosperous years in the history of the Seminary. . . ." Not only that but, ". . . a powerful revival of religion prevailed during the Winter term. . . ." Again in 1874 the report read in part, "During the financial derangements of the past few months, fears were entertained lest the number of students should be diminished, and the Seminary thereby embarrassed. Those fears have proved groundless, as the attendance has increased and the finances were never in more healthy condition." The great private banking firm of Jay Cooke and Co. of Philadelphia had gone into bankruptcy in 1873 precipitating the worst financial panic since the nation was founded. It was the first panic of any magnitude that Wyoming Seminary had had to weather. Since such an economic explosion hits first the banks, manufacturers, transportation, it is usually some time before the full effects are felt by the average American. Thus the full force of the blow would not strike the Seminary for two or three years and the worst year or terms would be likely to come when general economic conditions began to improve. Thus it was not until after 1875 that Wyoming Seminary really faced the whirlwind. This was especially fortunate, for it had given the principal and his faculty time to estab-

lish firmly and with some degree of thoroughness the new scholastic standards.

It was at this time before the finances were affected by the panic that the question of seats for the Seminary students in the Methodist Church arose. Near the close of Dr. Nelson's period there was one more fire in the vicinity of the Seminary. In February, 1872, the Kingston Methodist Church, which had been built two years previous to the erection of the first Seminary building, burned to the ground. It was on a Saturday at about 5 P.M. "The fire was caused by the sexton (a Seminary student) striking a match in the room where the lamps are kept. The floor of the room was saturated with oil spilled with filling the lamps, and when the burning match fell on the floor, the flames at once sprang up with such violence that the sexton was unable to extinguish them. The firemen went over from the city, but could be of no service as there was no water. By the exertions of the crowd the adjoining property was all saved."

The Church was immediately rebuilt and the members used the Seminary Chapel during the period of building. The new Church was built . . . "larger and in every way more expensive on account of the location of the Seminary at that place,—and the additional fact was considered that Church privileges are essential to a Christian education, and that the sole expense of these privileges ought not to be borne by our people at Kingston . . ."; therefore, the Trustees of the Seminary guaranteed $5000 to the Methodist Church to aid in paying the cost of the new Church building and the Trustees of the Kingston Church have . . . "set apart and dedicated to the use of the Seminary

the necessary sittings for the use of the students" . . . and these seats were to be rent free. The above agreement had been adopted by the Seminary Board in March, 1873, and the first payment had been made then. A. J. Pringle, Treasurer of the Board, was likewise the contractor for the new Church; thus, the sums were paid directly to him.

2. Panic and Death Strike Hard Blows

Beginning in 1874 the registration of students dropped off for every term. The winter term ending in March, 1873 had had over 400 in the school but in the winter term ending in March, 1874, the attendance was 396. The spring term of 1873 had seen a registration of 346 but the Spring term of 1874 found this number down to 261. There was a decline of about 40 boys and girls in the enrollment for the fall term of 1874 compared with that of 1873. This sharp reduction in patronage continued in 1875, eased off somewhat in 1876 although each term saw fewer students than the corresponding term the year before. Then in 1877 and 1878 the drop was more drastic again, as the full effects of unemployment, strikes, and violence were felt in this section of the country. The winter term ending in March, 1877, registered 260 and the same term ending in March, 1878, 221. The fall term of 1877 fell below 200 for the first time in Dr. Copeland's period and the spring term was down to 183. Between his first year as Principal and 1878-1879 there was a loss in registration of nearly 200 students for the winter term and similar reductions in the other two terms. Since the school had no endowment but must pay expenses out of

current income, it is not surprising that the financial situation was very tight before the turn for the better came in 1879-1880.

Not until the spring term of 1877 did the Trustees feel they must take action. At the June 29th meeting the Principal was directed to "proceed at once in the most urgent manner to collect all outstanding debts and if necessary to employ legal help." Also bills must be paid by the patron on time or his son and daughter would be sent home. Then the Board voted a 10% reduction . . . "on the cash salaries and board of the Principal, Preceptress, teachers, and matron . . ." If the conditions at the end of the year permitted, part or all of the 10% reduction would be returned. (This was impossible as the situation was worse then.) When the faculty members were informed of the cut, Prof. Davis resigned and Prof. Stadler objected to this cut applying to the board of his child but this was adjusted. In 1878 the school was able to clear over $900 but this had been the result of retrenchment. At the June Trustee meeting of 1878 further steps were taken to cut expenses since enrollment was still falling. Dr. Copeland gave the time each teacher was in classes and the minimum number needed. His own salary was to remain $1500 and board for himself and his family but he agreed to teach four "bells" or periods a day. The price of board for the students was reduced 12%. Ministers' children and young men studying for the ministry were to have their bills discounted 25%. (Their tuition was before this time free.)

On July 9th the Trustees took up the question of repairs and the commissary. A. J. Pringle was to make the pur-

chases and superintend the repairs with a sum of $200 voted for his services. The stewardess was to be entirely under the control of the principal. All bills were to be more carefully checked and filed. A clerk was to be employed for not over $150 a year. Even with the greatest care, the Board found it necessary to borrow $1000 for repairs. Thus the problems of reduced income and debt were faced once more with Reuben Nelson still presiding to give advice and to draw on his own experience for the benefit of all. But that July meeting of 1878 was the last he attended. He had done his final bit for the school he had built out of adversities.

The year 1878-1879 was one of hardship and loss for Wyoming Seminary. It began on November 4, 1878, with the death of Ziba Bennett who had been so closely associated with the school from the 1840's, who had donated the Library and then replaced it after the fire, and who had in 1876 made an additional gift of $500 for books. He had been a Trustee for twenty-three years including both terms he had served and he had been treasurer in the year that ended with the fire, 1852-1853. The Trustees agreed that . . . "we knew him to be a Christian gentleman, a business man of success and integrity, and held him as a personal friend. . . ."

Dr. Nelson came down with typhoid fever the last of January, 1879, after he had been warned to slow the pace of his work. "With an unselfish devotion he studied and planned and toiled when he should have rested." He slowly recovered enough to be able to walk about the house. While walking across the floor, he had a stroke from which he never recovered. He died in the early morn-

ing hours of February 20th. As soon as the news reached the Seminary that day the flag was put at half-mast, the stage and desk in the chapel were heavily draped in black, and an assembly of the school was called at which Dr. Copeland pointed out . . . "that his life was one of hard work, a series of battles and a series of victories. . . ."

The following Monday the community for which he had done so much for so many years paid final tribute to Reuben Nelson in the Kingston Methodist Church. All the business places were closed. A great throng of people had come. Dr. Copeland gave one of the principal addresses. "Here indeed is his life work. However great the work he may have accomplished in New York and elsewhere, his great work was done here. He spent his best years here . . ." A Presbyterian clergyman after the service said, "We bury a great man today." He had known him long and intimately. Perhaps the Trustees paid him as great and sincere a tribute as any of the many tributes. It was peculiarly fitting that Payne Pettebone presided at the meeting when the resolutions were read:

"As Principal . . . this one idea was always dominant in his mind, to make strong and noble men and women out of his pupils. . . . Knowledge incarnate in action was his ideal. Even this was not enough, he sought to permeate the school and every member of it with a high sense of moral responsibility. In his estimation, to be learned and not religious, was to be a failure . . . wrongdoing of any kind he would not tolerate, but the faithful and struggling student always found in him a sympathetic and helpful friend. He had no words sufficient to express his contempt for meanness, but his commendation of rightness in action

was unbounded. . . . His associates in the faculty always felt that they had in their principal a friend in whom they could confide. . . .

"Yet with it all, we have great thankfulness that for so long a time we had the pleasure of his society and the advantage of his leadership. His life was a blessing to us, and in his death we have a rich inheritance in the memory of his virtues and manly character. . . .

"Taking him all in all, he had more of the elements of true excellence than are often found embodied in any one man."

During this same winter an outbreak of fever had struck the Principal's family and he had likewise been ill. He was carrying a heavier program. Then when the June, 1879, meeting of the Trustees came he had to give the Treasurer's report for A. J. Pringle was seriously ill. Although there had been difficulties and severe loss, the Principal in his report to the Trustees began, "Another school year of the institution under your care has come to a close, and it is a matter of great congratulation that the year has been of marked success notwithstanding the many things which have rendered success more difficult than in the few years immediately preceding." In the light of subsequent events and criticism this section of Dr. Copeland's report is particularly pertinent: "Your body will remember that one year ago you authorized the Treasurer to borrow, if need be, the sum of $1000 to make some much needed improvements. He found it necessary to secure the loan of $1126 for this purpose. The improvements have been made, consisting of a tin roof on Commercial Hall, painting the students' rooms, putting in new

furniture etc. This sum remains unpaid . . . I hope that with the change in the times we shall be able to pay at least one half this amount during the coming year. The buildings and furniture are, now, in general, in good condition and but small expense will be necessary to make the needed repairs."

There had been another drop in enrollment during the year but . . . "the number in the regular academic courses has never been larger. We have a constantly increasing number who stay with us two, three, and four years. The graduating class of this year is one of the largest for many years, numbering twenty-seven, eleven in the College Preparatory Course, twelve in the course in Literature and Science and four in Music. Of those going to college, one goes to Harvard, one to Boston University, three to Yale, two to Middletown, one to Syracuse, two to Princeton, and one to Lafayette. . . ."

Dr. Copeland then dwelt briefly upon the religious life of the Seminary. ". . . Every morning before we commence our duties, faculty and students unite in the Chapel in asking God's blessing upon the work of the day. The students hold weekly religious meetings which are productive of much good and no year passes by without some conversions. We have nearly a score of young men in the school all the time who are preparing for the ministry; some come comparatively late in life, even after marriage and spend two or three years in preparing themselves for the great work of their lives. . . . May the Wyoming Seminary become more and more a religious power in the world!"

He then reported on the matter of the Commissary which had been put entirely in his hands the previous year: "One year ago I secured the services of Mrs. A. M. Clapp as stewardess. She has proved most efficient in the very important work which she has in hand. I do not know her superior in all my experience in teaching. The general superintendency of the domestic matters has devolved upon Mrs. Copeland. This has been a heavy draft on her time and strength but the service she has cheerfully endured without compensation, feeling if the success of the institution were advanced thereby, it was all she wished.

"So far as my own work is concerned, I have endeavored to do it to the best of my ability, and in all things to follow out what I thought to be the wishes of the Trustees . . . I am painfully conscious that I may have failed to meet the full demands of the case. The year has been one of peculiar labors and trials to me: I have had new and sorrowful experiences, but amidst both labors and afflictions I have been so sustained from above that I come to the close of the year in fully my usual health and strength. My work is a genuine pleasure to me and the consciousness that I may be accomplishing some good is my greatest reward."

Then at the close of his report Dr. Copeland pays a tribute to the school which he, too, had come to appreciate in the relatively short period of his principalship. In part he wrote, . . . "the Wyoming Seminary has for these many years done a work the importance of which can not be estimated . . . How many there are, who now, rise up and bless the memory of my sainted predecessor, and attribute to him their success in life! How many there are who call

the Wyoming Seminary their *Alma Mater,—their cherishing mother*. Let us take care that the Institution under our supervision constantly grows in its benign influence. As the years pass may it become greater and greater in its power for good."

The year 1879 was the high point, in a way, of Dr. Copeland's administration (as 1870 had been of Dr. Nelson's administration). The late 1870's had brought appreciation of his work and high honors. In 1875 Lafayette College had conferred on him the degree of Doctor of Philosophy. Two years later both Wesleyan and Syracuse conferred the degree of Doctor of Divinity. In 1880 Dr. Copeland was elected a Trustee of Wesleyan University for two years. These honors came as the rewards of scholarship, hard work, and achievement. He was particularly close to the class of 1879 whose expression of appreciation of his personality and talents he acknowledged at the opening of the Anniversary Sermon. It was a successful year in those things that Dr. Copeland held most important in his work—the development and refinement of the mind and the cultivation of spiritual values which give the man or woman balance, perspective, and a goal. Like his predecessor he did not doubt for a moment that the enrollment would increase once the economic storm had passed. The job of Trustees and Faculty was to weather the storm and keep such an excellent school that patrons would again send their sons and daughters as soon as means were available. That "confidence of success" by which Dr. Nelson had encouraged his Board had likewise become part of his successor's thinking.

3. "But my work is done."

The Winter Term of 1878-1879 remained the low ebb of the steady fall in registration that had begun in the school year 1873-1874. The winter term of 1879-1880 had an increase of over sixty students above the previous winter term; indeed for the school year of 1879-1880 there was only one term with less than 200 registered. In the year 1880-1881 there were over two hundred registered for each of the three regular terms. The corner had been turned; the threat of financial disaster passed. At the June 11th Trustee meeting in 1881, "The Principal, Dr. Copeland, made some remarks in reference to the prosperous condition of the school and his most agreeable relations to its patrons . . . and the 9th year of the work here was on the whole the most satisfactory of all."

It is likewise important to note that there is at this time, 1881, no evidence the Trustees or the Conference leaders regarded Dr. Copeland as incompetent in business management. There is no question that he lacked either the interest in or the remarkable talent for business matters Dr. Nelson had revealed. However his entire career gave every evidence of competence in regard to financial management. His own 1879 report to the Trustees reveals this care in his report of the money borrowed.

In 1879 the Trustees' report to the Conference states, "The general management of the school by the Principal, Rev. D. Copeland, Ph.D., D. D., is all that can be desired as to economy, discipline, and thoroughness." Again, in 1880 at the Wyoming Conference Dr. Copeland was placed as chairman on the committee on the Finances of the Nor-

wich Church which were apparently in a tangle. If he had been only the dreamy scholar, sensible men would not have placed him on such a committee but rather on some committee concerned with the statement of ideas. In 1881 there is no evidence of dissatisfaction.

The crisis which arose in 1882 and which led very likely to the tradition of business incompetence had its origin in another stroke of ill-fortune that summer of 1881. On July 24, Alexander J. Pringle died. He had been a Trustee for twenty years and nearly half that time he had been Treasurer of the Board. Born in 1824, the eighth child of Thomas Pringle and Elizabeth Harvey Pringle, he had grown up in Plymouth and Kingston, had been ". . . an early teacher in the public schools. Later he went into business, first with Alfred Darte and later with Norman H. Leacock; his business was in a building originally erected by Elias Hoyt."

"His services have ever been characterized by a wise and careful discrimination and an unabated activity and courage during the changing history of this Institution . . ." He had a reputation for "unvarying conscientiousness and transparent honesty which were ruling traits in his character and which always governed unsparing endeavor to sustain and enlarge this Institution. . . ."

With the death of the Treasurer who had carried that part of the burden during his nine years as Principal, Dr. Copeland now added that job to his extensive duties. Very likely Dr. Copeland was somewhat cautious about expenditures on any scale until he had the "feel" of the duties of the Treasurer. The school had but recently

weathered a disastrous depression; then two mainstays of his administration, Dr. Nelson, and A. J. Pringle, had died.

Never of overstrong physique, the opening of 1882 found Dr. Copeland's resistance so lowered that he fell the victim of typhoid-penumonia in February. For a time it was feared the Principal would die, but the crisis passed and he slowly rallied although unable to take up his duties. The Winter Term ended in March and there was no prospect he could return to work for weeks. So at the Trustee meeting on March 25th the Board adopted this motion: ". . . whereas a new term of the school is about to commence . . . Resolved, that Prof. L. L. Sprague—Principal of the Commercial College and the Senior teacher of the Seminary . . . is appointed acting Principal and acting Treasurer with like duties and powers as the Principal for the ensuing term."

In April Dr. Copeland went to Clifton Springs to improve his health. He remained there three months and he was so much improved he returned filled with hope that he could resume his full program. His prolonged absence, the uncertainty attending the whole situation, the anomalous position Prof. L. L. Sprague was in, all tended to create an unfortunate tangle. When the Trustees met in June, 1882, Prof. Sprague presented a report of the Seminary finances which was accepted by the Board. The election of teachers came up. Prof. Myron Sanford had handed in his resignation because he had received a position in the Hackettstown Institute with an advance in salary. Then Miss Sarah Soule's letter of resignation was read and this was "earnestly discussed and at length referred to the

teacher's committee with powers." Then Dr. Copeland was evidently asked to state his case.

"In quite extended remarks Dr. Copeland outlined a policy which he considered necessary to the property of the Seminary and which it was his purpose vigorously to pursue . . . to all of which we said heartily—so be it!" (The secretary of the Board was a critic of conditions.) This policy was to make extensive repairs, refitting and refurnishing of the boys' rooms and also to start a $50,000 endowment which . . . "he believed he could raise and was going to do it."

The reader quickly senses a struggle going on behind the scenes in which members of the Conference are taking part. It is the type of struggle sure to occur in any organization when the executive head has been unable to function. It was two years since repairs had been undertaken and lack of funds had probably kept those at a minimum. Now extensive renovation was needed. When the Trustees met to discuss the repairs on June 24th the very unusual procedure of reading the report of the Conference visitors to the school at Commencement was adopted. This report stated that "a special effort be made to maintain the faculty in full efficiency; and also, to make such general repairs upon the buildings as seem to be necessary." Besides the above the visitors felt that "the high educational and spiritual qualifications of Prof. M. R. Sanford . . ." made it incumbent upon the Board "to use every laudable effort to retain him in his place in the faculty . . ." Last of all there was a resolution signed by fifteen students requesting the creation of an endowment fund "for the relief of indigent students . . ." So even some of the stu-

dents had been brought into the controversy. Miss Soule refused to reconsider her resignation.

The Trustees proceeded to take up the question whether Dr. Copeland would by September be able to carry the heavy programs of Principal and Treasurer. Dr. Copeland stated that he hoped "after a few weeks of absence and rest to be able to resume his ordinary duties as Principal." He retired from the meeting, and ". . . the Board considered the matter. After a very careful and kindly discussion of Dr. Copeland's enfeebled condition and the very important work imperatively needed at once, at his request, the matter of reelection was laid over till the next meeting." The Trustees then voted unanimously *not* to rehire the preceptress, Anna M. Thomson.

The Trustees met again on July 1st. At this time . . . "Dr. Copeland made some statements concerning his health believing it to be steadily improving and hoping to be able to do full work at the beginning of the school year, and further stated that if unable to do satisfactory work, he would resign in ample time to allow the place to be filled by another man, probably by the first of August; with this understanding Dr. Copeland was reelected Principal."

Prof. L. L. Sprague was then made chairman of the Committee to carry through the repairs and refurnish where necessary. This solved the problem of the needed improvements, and also the question of the Principal's continuance in office. Likewise before the fall term began Prof. M. R. Sanford had been rehired with an increase in salary; thus that sore spot was removed. The repairs were

made that summer which cost finally $8,058.20. The fall term opened with harmony and good will very largely restored. "The Board felt greatly encouraged by the prosperous opening of the new year." A vote of thanks for Prof. Sprague and J. O. Woodruff was passed and Dr. Copeland introduced a motion compensating Prof. Sprague for his work on the Repairs Committee.

In spite of his hopes, it soon became evident Dr. Copeland's work was done. He probably had a case of empyema, which means that today an operation would have saved his life and restored him to his work. On November 1st at a meeting of the Trustees he resigned to take effect on November 21, 1882. At this same meeting Prof. L. L. Sprague was elected principal and also treasurer. Prof. Willis L. Dean related that previous to this meeting he was approached by the Rev. J. O. Woodruff who wanted to know what Prof. Sprague's attitude might be in regard to the principalship. Prof. Dean replied he thought Prof. L. L. Sprague would be willing to accept the position. Rev. Mr. Woodruff exclaimed, "That is all I want to know."

Before Dr. Copeland left, both the Trustees and the students presented him with resolutions of appreciation. He and his family removed to Vermont believing that the climate in Royalton ". . . would be beneficial but this was not so. Within a week his decline became very marked. His only brother, Wesley Copeland, M. D. of Lyndonville, Vermont, was summoned to his bedside on the 5th inst.; but in spite of all medical skill or the love of friends could do for him, he passed, after two days of intense

suffering . . ." and entered . . . "into the rest for which he had so earnestly wished." Among the last words he had spoken he said, "I would like to live; life never seemed so sweet as now. But my work is done. I am ready. Not my will but Thine be done."

His wife wrote of him, "His life was a constant struggle with physical debility, but his faith in God was strong and he accepted each new position as God given, firmly trusting in Him for strength and wisdom to efficiently discharge his duties. . . ."

A former student wrote the following words about Dr. Copeland, ". . . Those who knew him in early life, if they had met him in later years when honors and high responsibilities were placed upon him would have found the same genial, modest, unassuming person that he was in young manhood. He was ambitious but not in a selfish way. He never begged for position or sought notoriety; the keynote of his life was 'usefulness.' *To make this world better was his great ambition*, and to this lofty purpose he diligently held every other desire subservient. Without ever *talking* much about holiness, yet with a nature full of sympathy, with all of his powers untiringly exercised in behalf of those committed to his charge and with every faculty consecrated to God, he impressed all who observed his life that there are few who live as near to God as he. As students we felt always in his presence that he was our personal friend. We loved him. His character impressed us. We saw in him the embodiment of what we would be, for he seemed to us to be a living exponent of the word of God."

4. The Seminary in the 1870's

Kingston in the 1870's was still a ". . . quiet, rural borough which nestles in its solitude by the river's bank and mountain's base . . ." The campus and buildings were still different in many respects from the same group today, although they would have been more familiar to us than the set up in the 1850's and 1860's. The present dormitory buildings, "comprising the *four* halls, was the Seminary complete . . . The department of music (now in Nelson Hall) was situated upon the topmost floor of Swetland. The Chapel was upon the ground floor of the Administration building, where the dining room now is." This Chapel seated four hundred. The platform was built into the alcove, the windows of which open on the back campus. "On either side (of the Chapel) are school rooms for the accommodation of day scholars." The dining room then ". . . occupied the front part of the basement, underneath where it is now, and seated two hundred, who sat down in unison at the tap of the bell and were dismissed in the same manner . . . Dr. Copeland's table was near the entrance."

"In Swetland Hall, on the first floor, are the Principal's rooms (Dr. Copeland's), parlors," and the Adelphian Society room. The parlors consisted of a reception room in which clergy, members of the Board, and other important guests were received. The second door to the left opened into a parlor . . . "whose blinds were opened only at Commencement time. . . . Second floor of Swetland through the center was occupied by closets which belonged to the small bedrooms on either side necessitating our crossing

that space, about four or five feet I judge, each time we dressed. Each pupil furnished her own kerosene lamp and attended to the cleaning of the same." "The Art Room . . . consisted of *one room* on the topmost floor of Swetland Hall." On the first floor of Union Hall there was the Bennett Library; also the museum and Chemical and Physical laboratories were represented by *one room* used as a 'laboratory' . . . (The Opinator room and room used for storage and paint occupy the same part today) Likewise the Penmanship room and the Amphictyon Society room were on the first floor of Union Hall. The Independent Society room was on the third floor of Union Hall. The buildings faced the same three streets as today: Railroad St., College Street (Back Street), and Maple Street. After Centenary Hall had been erected, the porch along the Market Street side of Swetland Hall was added (originally there was just the front porch).

The Seminary in the 1870's had no athletic field and no gymnasium. Mrs. Howe wrote, "The boys played baseball and football on the rear campus; the girls 'went walking' regularly each day, took long hikes occasionally, skated upon a nearby pond in winter, and sometimes (behind the scenes) indulged in 'pillow fights'—I'm still indebted to the girls of room 99 for kindly rearranging my room and extracting my mattress from the closet." On one of the hikes ". . . the preceptress took her girls to the present site of Luzerne borough, which was open, woodsy country, . . . to gather arbutus. A toll-gate furnished the money to keep up the dirt road."

"As I sat at the table" (in the present dining room) "I could see the room as the Chapel and our *only* audi-

torium. There were rows upon rows of spindled wooden seats. Students were seated alphabetically and one chosen as the reporter answered the roll call by giving the name or names of any who were absent. Later the absent one must obtain a written excuse for the absence. Only the *men* of the faculty conducted the devotions. The few Catholic students were excused from Chapel permanently and they would straggle into Day Room No. 1 (now your association room) during Chapel." On the platform at the front, the men of the faculty sat. "I can see Dr. Sprague, Prof. Howland, Prof. Stadler, Prof. Lovejoy, and Prof. Dean all seated up there each morning."

Following Hannah Price of Phoenixville, Pennsylvania, and Augusta Hubbard from New York state, Miss Ellen R. Martin became the preceptress. She came to the Seminary from Lima, New York, for the fall term of 1868. For twelve years she was the preceptress, the longest term any preceptress has remained except the present holder of the office, Miss Erma Foster. During the school year of 1874-75 Miss Martin was absent because of the illness of her mother and because of her own temporary ill-health. In this interim Mary H. Norris filled the position of preceptress. Miss Martin then returned and remained almost to the end of Dr. Copeland's administration, finally resigning at the close of the Spring term of 1881 when she accepted the position of preceptress at Ohio Wesleyan. Her administration was most satisfactory to all concerned. Students and officers of the school alike have paid tribute ". . . to her fidelity, her Christian spirit and earnest constancy. . ." When she handed in her resignation to the Trustees, the committee appointed to persuade her to

remain included both Dr. Nelson and Dr. Copeland. However, she told them she did not feel it her duty, from her impaired health, to recall her resignation. The Trustees felt that ". . . her earnest consecration to her calling and her marked religious influence, present a commendable example to all those who would be successful in the great work of Christian Education." At the Commencement Exercises on July 1, 1874, after the diplomas had been given to the graduates by Dr. Copeland, and after Prof. Sprague gave out diplomas to fourteen graduates of Commercial, Dr. Nelson presented the Trustees' resolutions to Miss Martin and then with appropriate remarks presented her with a silver tea service, the gift of the Board. Dr. Copeland paid her a fine compliment in his 1879 report to the Trustees: "Miss Martin is the same earnest, conscientious, successful worker as heretofore; in fact, I think, she improves on herself, if that were possible."

One student of the 1870's wrote, "Miss Martin was a fine woman. We all admired her for her Christian qualities of culture and religious belief; she was as true as good." In her rooms . . . "evening after evening, at the ringing of the 9 P. M. bell, we gathered for prayer and praise; there each sabbath day a like meeting was held. . . ." Rooms numbered 72 and 73 were those of the preceptress. There the "lady students" came "for counsel" and were summoned occasionally "for reproof." Indeed Miss Martin's ". . . quick perception enables her to detect fraud . . ." She was strict and the discipline was carefully maintained.

"Once a week we were taken for a walk countryward, in procession, the girls walking two by two. One day we broke ranks, and raided a cornfield. Each seized a pump-

kin, tugged it to the sidewalk, its final destination to be the Seminary kitchen. When Miss Martin ordered those pumpkins taken back to the *very* spot we found them, for hours we raced over that field, behind the corn-shocks, every where to find the exact spot until twilight when we turned toward the street to see Miss Martin still standing there waving her handkerchief. We knew it was no flag of truce. We quickly formed in line and quick-stepped to the Seminary to find them eating supper with the dining room door locked. As the Preceptress headed this band of delinquents, the key was turned and with coats and hats on we walked the length of the dining hall cheered by the boys. . . ." At the regular morning Chapel service the Principal read the demerits each day. "Imagine! *nine* demerit marks for each young lady. (ten sent us home for a two weeks' visit with our parents). . . . He read each name separately with the dreadful digits after it. . . He also sent us to Dr. Nelson's office for further punishment. Again the procession started, single file as down the long aisle we walked. . ." The rest can be easily imagined. . .

"The young Professors—Randall, Clinton, Harvey Loomis, and Dean and the older girls including Laura Spencer, Teacher of French and Italian helped in giving me a good time." Prof. Randall taught Ancient Languages. He was evidently a good singer and took part in the musical programs both at Commencement and during the school year. He sang a solo at the Anniversary Exercises in 1872 entitled "The Day is Done"; in 1873 he was on the program again singing "The Raft." In the Commencement day program of 1874 he sang a duet with a student, Miss Tubbs, called "Cheerfulness." This number preceded

the Commencement Address. He took less part in the activities of the years 1875 and 1876. He was apparently able to teach his classes almost to the end of the Spring term of 1876. He had married a diplomat's daughter whose father was stationed in Italy. While there he contracted a fever from which he never fully recovered. Dr. Copeland announced his death to the Trustees at their June 30th meeting of the Board in 1876.

One graduate of the middle 1870's wrote that her father selected the Seminary for her schooling, although he was a Presbyterian, because of its reputation as a "religious school." Church attendance was required . . . "twice on Sunday." The mid-week prayer meeting was optional. "The girl students held a midweek prayer meeting in the preceptress's room and each in turn led the meeting . . . The course in Bible study now *required* of all academic students was not then in force, but Bible study was encouraged, and attendance at Chapel service was compulsary. . . . I can never forget those prayer meetings or the strong religious influence of the school at a formative age so that the principles formed here have served to influence my *whole life*. I like to think no one can measure the influence exerted by the generations of students succeeding each other through all the years. Neither can the good done by its outstanding students (such as John H. Race, the Spencer brothers, or Bishop Keeney) be computed."

The activities of the girls including their light gymnastics must have been somewhat circumscribed by the prevailing costumes. "We wore long trailing skirts with yards and yards around the bottom with overskirts looped

and looped with more yards of material. Our hair was pompadoured over huge rats or rolls." They skated in the winter, and in the summer played croquet and hung the mallets on a large weeping willow tree which stood at one end of Swetland Hall. Boys and girls enjoyed each other's company on Friday evenings but otherwise only, "supervised calls were occasionally made in the parlors of Swetland. But the front campus had a 'deadline' between the boys' hall and the girls' which must be observed to avoid demerit marks." There was the "Pie Shop" at the Kingston Corners—"but boys and girls must not meet there." When the girls went to evening service at the Church, they were led . . . "by the preceptress and another teacher, marching two by two in a band."

The Friday evening "socials" Mrs. Howe described in these words: "At these we had music, recitations, and declamations. A young man, I remember, gave 'Darius Green and His Flying Machine.'. . . Mainly the socials in the Chapel . . . furnished a means of contact. When the Chapel was used for a social, the benches were moved back to back so that aisles between the posts were clear. A grand march began with boys and girls marching up and down. They frequently shifted partners in their march; thus, boys and girls had a chance to talk together. If a girl got the wrong partner, she would ask him to arrange an exchange with the boy she sought to be with. Gen. Lee's March was a favorite selection played on the piano while they gaily marched round and round. The lamp light cast its mellow glow on such pleasant scenes."

Many of those who attended in the 1870's, especially the ministerial students, were older. A member of the

class of 1876 wrote, "Our class was composed of some ministers and some older women who later were nurses." The class of 1872 "called themselves the 'Bisextiles' "; there were eight girls in the class. The class of 1873 had two graduates, both girls. However, as soon as the new course system was introduced the number of graduates increased and boys were included, of course. In 1874 there were 17 graduates, seven of whom were boys receiving diplomas in the College Preparatory Course.

The Commencement Exercises during Dr. Copeland's period were held in the Chapel which was decorated each year not only with the drawings and paintings done by the Art students but also with flowers and evergreens on the platform. In 1875 there was over the stage "the following beautiful inscription in evergreen: 'Light, More Light Still' ". The Commencement program began with the Sunday Sermon in the morning and an Alumnus of the school gave the "Alumni Sermon" in the evening. Monday was the so-called "musical soiree." Tuesday afternoon the class day exercises were held and in the evening the Literary Societies had a speaker. Then on Wednesday morning the music and declamations were given, followed in the afternoon by the presentation of diplomas and the Commencement speaker. In the evening the Alumni held their annual reunion. Although the days varied, the program was similar each year.

The commencement of 1879 was the high point of Dr. Copeland's term as principal not only because of the close relationship with the members of the graduating class but also because the governor of Pennsylvania attended and spoke to the Alumni. The annual sermon which Dr. Cope-

land preached, "Light, Reason, and Faith," was evidently one of his best, for "after services the graduates requested a copy for publication." One who attended wrote, "This discourse was one of the best we have heard. It was closely written, logical, and completely filled with the thought of a lifetime."

The class day exercises were conducted entirely by the girls. The address of welcome was given in French! When the gifts were passed out, one girl received a balloon so that her poetry could mount higher; another received a pair of palm leaf wings so that her airy opinions could fly; then two barrel hoops were given to a class member, whose heart interest was named Cooper, so that she could follow the "Cooper's trade." The Seniors gave the Juniors a 7 branch candlestick to represent seven members of the Senior class.

On Thursday morning at 9:30 A. M. the Commencement Day Exercises began. The faculty was still small enough so that they . . . "took their seats on the large platform, soon after the hall was filled, sitting in alphabetical order of their names as announced in the general program distributed among the audience." The program opened with the four who graduated in music playing the "Jubel Overture" by Weber. Then followed the orations and essays interspersed with musical numbers. The salutatory was given in Latin "clearly and distinctly with ease." In the midst of the program, Governor Hoyt arrived . . . "and was escorted to the platform amid hearty cheers." Then the program of orations and essays continued, the morning exercises closing with a Glee Club selection, "Oh Praise the Mighty God."

In the afternoon, the high point of the day, 1,000 to 1,500 people came for the special Alumni meeting in honor of Dr. Nelson. At 2:45 P. M. Col. Woodward called the meeting to order and the Rev. Dr. Olin offered prayer. Governor Hoyt was then escorted to the platform. Col. Woodward gave a speech of welcome alluding to the statue to be set up and "said that it would be as faithful a likeness as could be made." He concluded by introducing Governor Hoyt. The latter ". . . took pleasure in stating that he was one of the first students of the school and spoke of Dr. Nelson in his younger years . . . He spoke of the many social gifts possessed by Dr. Nelson and of his vigorous intellectual powers . . . With much feeling he alluded to his parting interview with Dr. Nelson when he left in 1846 to battle with the world."

When Col. Woodward introduced Judge D. L. Rhone, he remarked that Wyoming Seminary did not turn out governors only. Several short speeches and a poem followed. Before the meeting was over Col. Woodward had to leave for Harrisburg and he turned the meeting over to Governor Hoyt, offering to take the Governor's place when he reached Harrisburg. W. W. Ketcham was unable to be present but a telegram from him was read to the audience. Then Payne Pettebone spoke of the statue and Dr. Copeland showed a picture of Dr. Nelson, a copy of which would be given to each subscriber. The Alumni present endorsed the Committee's project of a statue, the expense of which would be $5000 or $6000. A committee to secure subscriptions was then appointed and the meeting broke up. Later the statue project was abandoned in favor of a chapel.

For that year of 1879 there was still one more event in the Commencement program. In the evening of the eventful day, the Literary Societies held their annual session and the Rev. J. O. Peck of Brooklyn, New York, gave the address "which was one of the most stirring given to the Literary Societies." This ended one of the epoch making days in the development of the Seminary.

CHAPTER XVI

L. L. Sprague

1. Second Principal of Commercial

IN THE 1860's Dr. Nelson persuaded another student-teacher to turn to the Church and the teaching profession. In all his years as Principal no other choice of an instructor had such important and far reaching results for the Seminary. Levi L. Sprague registered as a student in the Spring term of 1866. He was twenty-one years of age and sought a training in the law. A year later in the Spring term Prof. L. L. Sprague was made the second principal of the Commercial College. For about seventy years he remained at Wyoming Seminary. The young man who arrived that Spring was ambitious, serious-minded, and eager to work his way. He crossed the threshold to a new opportunity and came under the dynamic influence of Dr. Nelson when the latter was at the peak of his physical and mental powers. He saw the school as a student and a part time teacher under the best faculty that Dr. Nelson had been able to afford—Winfield S. Smyth was Associate Principal; Larmon Abbott was engaged that year; Prof. J. E. Stoutenburg taught mathematics; Rev. George Forsyth, Greek and German.

The road by which the young man had reached the Seminary was somewhat devious. Levi L. Sprague was

born on December 23rd in the year that saw Wyoming Seminary first open its doors, 1844. His birthplace was in Beekman, Dutchess County, New York. His father was Nelson Sprague, likewise born in New York state near Carmel. However, the Sprague family had come from Lebanon, Connecticut. His grandfather had been a farmer, carpenter, and joiner . . . Thus his father, Nelson Sprague, was, when he was young, apprenticed to a carpenter and joiner in Fishkill, New York. After he had learned his trade, Nelson Sprague went to live with his brother-in-law, Alfred Peck. While there he became acquainted with Laura Ann Spencer whom he married in 1842. The Spencer family likewise came from old New England stock prior to settling in Dutchess County, New York. After the marriage, the parents of Dr. Sprague moved to the house in Beekman where he was born.

Nelson Sprague then began a series of moves which finally brought his son, Levi L. Sprague to Wyoming Seminary. In 1845 he pulled up stakes and left New York state for good, settling in Archbald, Pennsylvania, then a growing town hardly out of the pioneer era. Dr. Sprague could recall that once, near evening, he had seen a wolf at the edge of the wood beyond the house. "From there, after three years, the family moved to a small farm in Harford, Susquehanna County. His father continued to work here at his trade as carpenter for two years, walking to the village of Gibson some two miles away daily. He then learned the trade of wagonmaking and carried on a shop in partnership with Charles Edwards in the village of Gibson to which he moved. After living there three years he moved to New Milford and continued the wagon

business there. During the residence in this town, Dr. Sprague's early education began. Afterward, Nelson Sprague's health failing, he moved to a farm two miles from LeRaysville, Bradford County. He did not remain long during these years in one place. In the seven years of his life near LeRaysville, he owned and lived on three different farms. When he was 43 years of age, he moved to Otsego, Michigan, where he continued the wagon business and established a planing mill. . . . He left LeRaysville in April, 1866, and Levi, then 21 years of age, left for Wyoming Seminary."

In the LeRaysville period the boy began to earn some money outside of school hours. The frequent moves of his family, led to much of his education under private teachers. This turned out to be a fortunate experience, for the move to LeRaysville, when the boy was only 14 years of age, brought him under the tutelage of Chester P. Hodge who, with his wife, was conducting a private academy. Chester Hodge had been a Seminary student in the late 1850's. There he had met his wife who was also a student. They were both in attendance during 1856-57, and Mrs. Hodge, Julia E. Mott of Auburn, Indiana, received a diploma in the graduating class of 1857. They were both fervent admirers of Dr. Nelson. Mr. Hodge taught the young boy for three years guiding not only his mental development but also his moral growth. Dr. Sprague often spoke of Chester Hodge in terms of high praise and attributed his love of mathematics to this "superior teacher." The out door life of the farm built up the strong wiry physique which made possible a long life of service. There is still a

stone fence along a country road not far from LeRaysville which Levi L. Sprague built in his spare time.

When Levi Sprague was 17 years old, he began teaching in the nearby public schools but spent one term each year at the LeRaysville Academy. In the spring term of 1865 he attended the Eastman College of Business at Poughkeepsie, New York, where he prepared himself unwittingly for his teaching at the Seminary during his first fifteen years there. The LeRaysville Academy was not Chester Hodge's primary interest; he was preparing for the law and was admitted to the bar when Dr. Sprague reached the age of 20. Before moving West to practice law he hired Levi L. Sprague as the principal during 1865-66. Thus the latter had had some valuable teaching experience prior to his entrance into Wyoming Seminary. He was invited to teach in the Commercial Department because he had had the course in Poughkeepsie and at the same time he studied in the academic department. In that spring term his tuition and boarding charges were equal to the salary he received as an assistant teacher in the Commercial College. However, his purpose was to prepare himself to read law and to enter the profession his admired teacher, Chester Hodge, had entered.

Levi L. Sprague was registered four terms altogether, that is through the spring term in 1867. He did some teaching every term in the Commercial College. During the spring term of 1867 he was formally made Principal of the Commercial College. The Trustees' Minutes for May 27, 1867, recorded the step: "Resolved, that we approve of the election of Prof. Sprague as principal of Commercial College on such terms as the committee may

make with him." He was still intent upon the law as a career and while a student was a member of the Amphictyon Society and was on the winning side in one of the debates. The debate came on Friday evening, June 15, between the Amphictyon and Independent Societies. "Question: Resolved that the United States is more indebted to her statesmen than to her soldiers." The negative won. Royal Taft wrote, "Debate very interesting and well contested. Question decided against our side." The Amphictyon victory, Dr. Sprague felt, was due in part to an illustration he used about a Quaker and a Sauce-box, in which the Quaker tried persuasion first to get the boy out of his orchard but resorted to the threat of a gun when talk proved futile. Dr. Sprague also played baseball which was the chief sport then. He was the pitcher. The job of principal in the commercial department did not take all his time and he was able to study law in the office of Winthrop W. Ketcham. For a year and a half he carried on this program, thoroughly enjoying his legal work.

The spell of Dr. Nelson's personality began to work upon him. He admired the courage and vision of this man who had overcome many handicaps. Dr. Sprague used to tell this story of his early days of teaching in the Commercial College. It happened that he had only one student in his class. One day there was a fire and the one student went to the fire. Chagrined and discouraged, the young teacher came to Dr. Nelson and asked him what he should do. The answer was brief and decisive, "Keep school!" It was the type of answer a young teacher would never forget.

Dr. Nelson finally persuaded Prof. Sprague that he was

a gifted teacher and that his speaking abilities, added to his increasing interest in religion and the Bible, would make him a good preacher. The law was abandoned and Levi L. Sprague responded to what he felt was a call to the Christian ministry and to teaching. It was not a hasty decision but carefully thought out and prayed over. In the late 1860's the law offered, after the initial struggle, great opportunities. W. W. Ketcham as well as Henry Hoyt were two excellent examples. Teachers' salaries were not tempting. The best teachers at the Seminary, such as Larmon Abbott or George Forsyth, received from $400 to $500 a year and home. The successful business man or legal expert should rightfully expect a much greater monetary reward. And certainly the income of a preacher was even less attractive. This most important choice was made in the year 1869 before the spring term had ended. Once Dr. Sprague had come to a decision he began his study of theology with the same intensity that he had put into the law. In 1874 he was admitted to the Wyoming Conference on trial and in 1876 he entered into full connection in the Conference. It was a choice he never regretted, for Dr. Sprague was essentially a religious man.

The year 1869 was the turning point in Levi L. Sprague's life in another most important matter. In fact the two decisions were without doubt closely intertwined. Before he even came to Wyoming Seminary, there was another student had attended whose fate was closely woven with that of the school and of Levi L. Sprague. Jennie Russell was the niece of Mrs. Jane S. Nelson and, like her Aunt, especially interested in art. She attended the Seminary the three regular terms in 1859-60 studying,

besides the painting and drawing, arithmetic, parsing, and, in the winter term, astronomy. She attended one more term in the winter of 1861-62 when her sister, Carrie E. Russell, was studying algebra and astronomy. Edgar Russell, the brother of Jennie and Carrie, had studied at the Seminary during the winter and spring terms in 1857-58 (at the time when W. S. Smyth was studying the classics). When Jennie Russell finally returned to the Seminary to teach drawing and painting, Prof. Sprague was teaching in Commercial. As the young people were colleagues on the faculty and favorites of Dr. Nelson and his wife, another Seminary romance was successfully consummated. On December 22, 1869 Levi L. Sprague and Jennie E. Russell were united in marriage by Dr. Nelson at the bride's home in Otego, New York. This event began nearly 52 years of life together during which . . . "Dr. and Mrs. Sprague were privileged to plan and to serve in the development of our Conference Seminary. Each was the complement of the other. Great and gracious have been the achievements."

There is an old tintype of them on their wedding tour. They are standing back of Dr. Sprague's sister, Emma, and her husband, likewise newlyweds. Mrs. Sprague is nearly as tall as her husband and as slender. Her features are small and regular; her hair parted in the center and combed back with a braid, primly and carefully arranged. She is very attractive, well-poised, with an air of refinement, her mouth set in a firm determined line. In the eyes and the corners of her mouth there is a furtive suggestion of a smile. She is wearing long earrings. A velvet cloak with fringe around the shoulders and the bottom suggests the

pause for this picture in the midst of a pleasant journey. Dr. Sprague has already a high forehead especially where the part is, on the left side. His dark hair is somewhat mussed as though the wind had been blowing. Slender still with the long narrow face, his mouth is hidden by a full mustache but his chin is still smooth shaven. There is a serious intentness, a determination in his picture pose. He looks as though he could "make things hum" if he willed to do so. He has on an overcoat and a large cravat covers the white shirt front. One feels he should have his hat in his hand ready to put back on his head so that they could be on their way when the tintype was finished.

When Levi L. Sprague became principal of Commercial, that department was little more than organized and going. It did not have a reputation as the academic department had. The Commercial College would become whatever the Principal made it and that might take time. There appeared in July in the local papers a very ingenious advertisement of the Wyoming Commercial College. The writer of it signed himself, "Moscow." He had been through the Eastman Business College at Poughkeepsie and had come prepared to find fault. . . . "Truly I was disappointed in finding so little to criticize. The efficient principal, Prof. Sprague, very kindly showed me through the several departments, pointing out wherein his system differed from that of other colleges. After a careful examination I cannot but admit his claim for superiority in a number of departments to be a just one . . . The banking set was especially commendable and gave to banking the place it should have." The letter concludes with this forceful recommendation, "Under its present practical principal it *must* rank

among the first colleges in the land. It is already one that obviates our *young men* going elsewhere to obtain a first-class education."

The writer recalls Dr. Sprague's speaking of his return to the Commercial after his marriage. He said that there was uncertainty in regard to how much of a future there might be in the Seminary. They drove from Scranton with some of their furnishings. The weather was lowering and it poured in torrents before they arrived. However, they moved into their Seminary quarters despite the gloomy weather and began making their home livable that very night. Then Dr. Sprague was silent a moment before he struck his hand upon the arm of his chair and added, "But I determined to make things 'hum' that next year. And I did. I got out a commercial arithmetic and I advertised."

So well did the young Principal do the job that the Commercial College increased its registration steadily until the spring term of 1876. In the winter term of 1874, the first year of the panic, there were 67 students taking business; in 1875 there were 68, and in 1876 the winter term enrollment reached 75. The following year of 1877 the number fell to 47, the sharpest drop that Prof. Sprague saw during his principalship in Commercial. The spring term of 1879 brought the number down to 17. From then on to the end of his tenure in the business department the enrollment climbed again.

During the time Dr. Sprague was in Commercial, it "occupied the 4th floor of Administration Hall, and had its telegraph offices, merchants' exchange, and *two* banks in various parts of the room.

2. The 4th Principal Begins with a Debt

Dr. Sprague was close to his 38th birthday when he became the fourth principal of Wyoming Seminary. He had been for 15 years the principal of the Commercial College. He had been persuaded to remain in the Seminary and to enter the Wyoming Conference by Dr. Nelson. He had had sufficient experience with the peculiar and particular problems of Wyoming Seminary under both Dr. Nelson and Dr. Copeland to be ready for the battles of the future. Hard work, a well-grounded faith, a vision to see the needs of the school tomorrow, the courage to face dark days and the patience to work amid those dark days for the better times ahead were his equipment. As Principal of the Commercial he had seen his enrollment fall to seventeen. Some fifty years later Dr. Sprague said, "The year, 1879, was the hardest I remember." Now that he was in the position, the standards which Dr. Nelson had set so high, consisted of more than "keep school"; the goal was to keep the best school in the land so far as that was possible. To his last day as president he never faltered in his drive to attain that goal. He plunged into the new host of duties with a tireless energy which did not abate. He was not superficial or spectacular in his methods of work; he was persistent and careful, laying the foundation slowly, counting the cost, but never hesitating to accept the risks.

As chairman of the Committee on Repairs, Levi L. Sprague had completely gone over the buildings, renovating where necessary, refurnishing class rooms and boarders' rooms. The cost was second in consideration. His first

thought was to have a first-class school. In round figures "the new roofing and flooring, improved heating apparatus, painting and refurnishing," cost $9000. ". . . Under the supervision of our present energetic principal . . . old furniture was removed, and in its place came new, tasty and comfortable, which is far more than we could possibly say of the old, wornout furniture; the old recitation rooms were made as good as new; bathrooms were added . . ." With this addition to the debt already accumulated, the new principal began his administration with an indebtedness of $12,000. At the first Trustee Meeting after his election Prof. Sprague gave a full report of the cost of repairs and the financial condition. Five of his Trustees immediately made subscriptions which reduced the debt to $10,000. Then it was decided to borrow the amount on a four months' note which would pay off the three separate claims then due. By Conference time the next March $4000 more had been secured in pledges conditioned upon the rest of the money's being raised. The Seminary report suggested that the Conference . . . "assume $4000" . . . of the $6000, and all the sum would be raised in the next few months. However when the four months on the $10,000 note (held by Payne Pettebone) were up, the note had to be renewed for another three months. In the May meeting William Connell of Scranton paid a $1000 subscription which was given to Payne Pettebone on his note immediately.

The summer and fall of 1883 saw nearly $4,000 more spent in further improvements such as new roofing and bathrooms, physical laboratory, and more new furniture. Many years later Dr. Sprague said, "It is dangerous to

the matter of attendance in educational work to allow a building to run down in repairs." This was a policy he followed consistently throughout the years whether he saw an immediate prospect of paying off a debt or not. He had been authorized to borrow an additional $1000 in the fall of 1883. The plan was to meet current expenses as far as possible from receipts in each term. Times were good again and the enrollment was still increasing. At the opening of the winter term in 1883 there were no more rooms for girls. The first step to raise the Nelson Memorial endowment suggested by the Principal was to prepare and publish a pamphlet with a brief history of the Seminary and a statement of the requirements of the school which would then be sent to the Alumni.

The year 1884 was the Centennial of the establishment in America of the Methodists as an organized church. The Wyoming Conference had appointed a Centennial Committee which undertook, among other duties, to raise an educational fund. This Committee met in Binghamton on December 4th, 1884, to make their plans and initiate their program. The Trustees met the day before and adopted a proposal to be presented to the Conference Committee; viz., that the Conference should raise $40,000 to be called the "Nelson Memorial Fund." However the Centennial Committee decided to raise $100,000. Then one half of that sum would be donated to Wyoming Seminary and one half for a Wyoming Conference chair at Syracuse University. With "unanimity and enthusiasm" the Wyoming Conference of 1884 adopted the above plan. The Rev. S. C. Fulton was appointed as the Agent

and William Connell was elected Treasurer of the Centennial Fund.

The Winter Term ending in March, 1884, had brought in receipts of $1000 in advance of any previous term which was an evidence of how far economic conditions had improved especially in the Valley. To further spur subscriptions, it was proposed to have the names of donors of $500 or more put on all diplomas. This was dropped however as not being practicable, and another manner of doing honor to such donors was sought. In short the new Principal was doing everything he could to clear the debt and keep a good school. In his first year in office Mrs. Nelson had given the Nelson house and lot adjoining to Wyoming Seminary, "the estimated value of which is $10,000." Now this was put in good repair by Prof. L. L. Sprague. During the summer of 1884 new reading rooms were prepared, new wainscoting and new blackboards in the school rooms. These repairs were inspected by the Trustees in October. Income had been so far above current expenses, that $2000 of the old debt had been paid off before October.

On April 30, 1884, the Rev. S. C. Fulton had come to the Seminary to discuss the fund with the Faculty. " . . . Professor Sprague invited the Faculty to the parlor that they might consult with Mr. Fulton. Scarcely had the reverend gentlemen opened the subject of Wyoming Seminary to Wyoming Seminary, ere one of the members said, 'Put me down for one hundred dollars.' Then another and another, until, right there, over $500 was raised. Then a prayer was offered by one of the members; and *what* a prayer it was. Those present will ever remember that

evening. Then the idea was conceived that probably some of the students would like to give something. So at Chapel exercises Wednesday morning, after some well chosen remarks by Mr. Fulton . . . an opportunity was given." The students elected a committee, the first listed member of which was John H. Race later in charge of the Semi-Centennial Fund. The students raised $1,486. A student of that day in Swetland Hall described this drive: "We held prayer meetings and prayed for our beloved Seminary, and her sister college, Syracuse University—and then we *gave* for them. Some of the girls were refused the amounts they subscribed by their parents and I remember making them good by paying two of these in addition to my own subscription."

The Rev. S. C. Fulton, agent of the Centennial Fund attended the April Board meeting in 1885. He reported that nearly $48,000 (not $100,000 as planned) in money and subscriptions had been collected. The Agent hoped to make the amount $50,000 by the time Conference met. To pay a note for $6,500 still due on the old debt, the Trustees decided to borrow that sum from the Centennial Fund at once and then pay it back later.

When the Conference did meet in April the Rev. Mr. Fulton reported a total of $50,021.20. He had $10,000 in cash and $10,000 in interest-bearing notes; the rest was in subscriptions to be paid later. His own expenses were a little over $2,000, thus leaving about $48,000 to be divided between Wyoming Seminary and Syracuse University. "More might have been raised, perhaps, had it not been for the extreme financial depression prevailing everywhere, especially during the latter half of the year, and

the fact the Conference was raising for one interest and another between two and three hundred thousand dollars." The amount in cash and notes turned over to Wyoming Seminary in 1886 was $23,129.50; Payne Pettebone had given $3000 of the amount and Mrs. P. L. Bennett had donated $5000 which was invested in Pennsylvania Canal Co. 6% bonds. Some of the cash was loaned to the First M. E. Church in Wilkes-Barre and some was deposited in the bank. The Seminary finally collected of the total amount a little over $21,000. A similar sum in cash and notes was turned over to Syracuse University.

Prof. L. L. Sprague had cleared the first hurdle of debt by 1886. "The Seminary does not owe a dollar. It is a gratifying financial showing indeed, that the current salaries and all expenses have been fully met, together with the large sum expended upon repairs and permanent improvements from the current receipts of the year."

However, like his predecessor, by fall Dr. Sprague had again contracted a debt for repairs which four years later had not been paid off. But he had the problem in hand and had that unbounded confidence that "faith in God and hard work" would accomplish whatever tasks he faced.

CHAPTER XVII

Twenty Years of Building and Progress

1. The Nelson Memorial Hall, 1887-1888

NO BUILDING had been added since Centenary Hall, twenty years earlier. The school was growing and quarters were crowded. The Music department had been so successful under Prof. Stadler that the rooms on the top floor of Swetland Hall were not adequate. In fact all of third floor Swetland was needed to accommodate the increased enrollment of girls, an increase that had first begun in the latter part of the great depression of the 1870's. A larger chapel was another one of the needs of the school. "A music hall will provide much-needed advantages to our Musical Department, and a large library and a more capacious art room, besides freeing our study and recitation rooms from the noise necessary to musical practice." (They practiced in the Chapel, under and next to the classrooms and the study halls.) "A good gymnasium is an absolute necessity, especially during the winter season, when outdoor exercise is impracticable."

Since the death of Dr. Nelson there had been agitation among the alumni to provide a suitable memorial. The

first plan was the statue mentioned in an earlier chapter. But a committee of the Trustees was chosen in April, 1879, to correspond with the Alumni committee "to ascertain if the proposed memorial to Dr. Nelson could take the form of a Chapel." However, little beyond plans was undertaken until the Centennial Committee got to work in 1883-1884. This fund was named after the first Principal, and the understanding was that the Trustees ". . . will undoubtedly appropriate from twenty to twenty-five thousand dollars to a music hall and gymnasium," which would match the Nelson Memorial Fund.

When the Trustees met in March, 1887, a Committee was appointed to raise subscriptions for a music hall. The committee went to work and was able to report in June that $13,500 had already been raised. At this time the Trustees decided to name the new building, "Nelson Memorial Hall." On September 14th a special meeting of the Trustees was called to decide on the plan and to open the bids. The plans presented by Kipp and Podmore were adopted. Dr. Sprague then opened the five bids that had been submitted and the Board chose the bid of W. R. Safford which was the lowest submitted (at $15,424.61). At 10:30 A. M. on Friday, September 16th, the Trustees, Faculty, students, and many old citizens of Kingston ". . . assembled in front of 'Union Hall' and ground was broken for the Nelson Memorial Hall." The ground plan was staked off and then "suitable ceremonies" followed. The Rev. F. von Krug of the Kingston Presbyterian Church made the prayer and short addresses followed by Rev. Dr. van Schoick, Presiding Elder, and by Rev. J. G. Eckman, pastor of Kingston Methodist Church. Dr.

Sprague spoke and Payne Pettebone concluded the speeches with warm praise for Dr. Nelson whom he had known so long. Then Mr. Pettebone . . . "proceeded to shovel out some earth for the fundation and was followed in the same work by each of the Trustees, Faculty, and many of the students and citizens. The contract was signed and the prospects for the success of our Seminary were brightened."

In October the Trustees decided to have "inside window blinds in the music rooms and that the height of the tower be increased so as to give three faces to the tower clock. . ." By this time the walls of the building were up. Just before Thanksgiving on November 22nd, 1887, the cornerstone of the new hall was laid ". . . according to the usages of the Methodist Episcopal Church. . . " by Payne Pettebone. He was assisted by Dr. Sprague and the Rev. J. G. Eckman. The students and friends of the school went to the Chapel where appropriate remarks were made. The Rev. C. L. Rice, who was one of the students to register in the first term of the school, came onto the campus knowing nothing of the ceremony, and was asked to speak of those early days under Dr. Nelson. This part especially interested and amused the students. The short speech delivered by Payne Pettebone at this meeting was the last he made. The Trustee meeting on December 17, 1887, was the last he was able to attend. At that meeting the contract for the heating plant in the new hall was awarded to B. G. Carpenter of Wilkes-Barre.

By January the walls were finished and the tower was nearly up. For a short time in February, the cold weather stopped the work, but by March most of the outside was

done and the interior was "progressing rapidly." By June the work was nearly complete. "The interior is finished in poplar, which presents a very neat and attractive appearance. The Chapel windows of stained glass are finely designed, and add much to the appearance of the building. The bells for the clock tower have arrived, and have been placed in position." The clock was the gift of Samuel and Caroline Pringle.

The Anniversary and Commencement Exercises of 1888 were held in the Nelson Memorial Hall. These began with the Anniversary sermon on Sunday morning, June 10th. The Hall was dedicated by Dr. Sprague, and . . . "Rev. J. E. Price of Scranton, Pa., preached an able sermon from Isaiah 50:4." Then the Rev. Dr. van Schoick stated that at least $2500 was needed to pay for the furnishings, etc. of the building. Subscriptions amounting to $3500 were made then and there. "It was a grand occasion. Everyone present seemed pleased with this addition to our Seminary property." All the other Anniversary Exercises were likewise held in the new Hall.

In his final report in 1889 on the Nelson Memorial Hall, Dr. Sprague gave these figures:

Total cost of the building and fixtures was	$24,027.98
Amount paid (by March 19, 1889)	23,836.01
Balance unpaid	191.97
Amount owed Abram Nesbitt for money borrowed	2,500.00
Unpaid subscriptions	1,030.00
Cash on hand	68.00
Debt for the building	1,402.00

Dr. Sprague had reason to feel proud of the work he and his fellow Trustees had succeeded in accomplishing. This was worthy of the man in whose memory the building had been dedicated. The contributions which had made possible the Hall were given by . . . "Hon. Payne Pettebone and Mrs. C. M. Pettebone of Wyoming, Mrs. P. L. Bennett of Wilkes-Barre, Abram Nesbitt, Esq. of Kingston, H. H. Derr, Esq. of Wilkes-Barre, and other friends of the school."

Payne Pettebone, a member of the Board for twenty years and president for nine years, did not live to see the new hall completed. He had passed away on Tuesday morning, March 20, 1888. The previous Friday he had returned with his wife and Mrs. A. H. Dickson, his daughter, from several weeks in Louisiana and Florida. He was in good spirits and appeared to be in good health up to the eve of his death.

Payne Pettebone was the descendant also of Connecticut settlers. His grandfather had counted the troops as they left Forty Fort on the day of the Massacre. His father, although born in Livingston Manor, N. Y., had moved to Wyoming where he married Sarah Tuttle. Payne Pettebone was born on December 23, 1813. His father died when he was eight months old and he was raised until fourteen years of age by his Grandfather Tuttle. He worked as a farm boy and attended school in the winter "in the old school house with slab benches, his studies being limited to Webster's spelling book, Daboll's arithmetic, the old English reader." Although a tavern boy for a time and although his three years of clerking in a Tunkhannock store threw him into bad company, he

retained his good character qualities. When the store failed, the lad returned to the farm. It was then he received a two weeks' trial as a clerk in the store of Swetland and Baldwin in Wyoming. In that position he was a success and became a partner of William Swetland in September, 1834, drawing up the partnership papers although he was not twenty-one yet. This partnership continued until the death of William Swetland in 1864. Payne Pettebone married Caroline Swetland, the daughter of William Swetland. In October, 1887, they had celebrated the fiftieth anniversary of their marriage in the very home where they went to housekeeping. He was the Treasurer of the Bloomsburg and Lackawanna Railroad, a director in the old Pittston Bank, and had an interest in the Wyoming Terra Cotta Works. He had entertained President Hayes, Cabinet members, and Governor Hartranft of Pennsylvania at the time of the Centennial of the Wyoming Massacre. Payne Pettebone was among the converts of the Wyoming revival in March, 1848, during the pastorate of Thomas H. Pearne. He, together with his wife and Mrs. William Swetland, gave the Methodist Church building in Wyoming. Near the close of his life he had purchased a plantation in Louisiana for the purpose of experimenting with the payment of regular wages to negro labor and with living conditions that would make the negro a contented worker. Although a Trustee of Drew Theological Seminary and for a while of Wesleyan University, he devoted more of his time and resources to Wyoming Seminary than to any other educational project. Both he and his wife had been life long friends and admirers of Dr. Nelson. It was fitting that one of

his last projects had been the Memorial to that friend. In the bottom of a trunk, a post card put there some nine years before his death was found. On it Payne Pettebone had written, "All my business life I have been very active and industrious and reasonably successful; but none of my plans are fully realized . . ."

2. Wyoming Seminary's Semi-Centennial—1894

From the time that the Nelson Memorial Hall was opened for use, Dr. Sprague was again calling the attention of his Trustees to the increasing need for a science building and a gymnasium. In June, 1890, the Trustees passed a resolution which gave Dr. Sprague "time and authority needed to collect money for necessary improvements, such as the purchase of an organ, the erection of a gymnasium and a hall of science, his expenses to be paid out of the fund collected." Evidently the results were not too encouraging, for one year later the Board finally decided that the Real Estate Committee should fix up the cellar of Nelson Hall for a gymnasium if the cost did not exceed $1000. This did not seem very feasible and in March, 1892, the Committee reported that the basement was "unsuitable for such purposes." And that ended a possible expedient. At the same meeting Dr. Sprague read a paper outlining the need for new buildings. The immediate result of this effort was a motion that he present the subject at the regular Wyoming Conference Session for 1892. Finally when the June Board meeting came that year, "Dr. L. L. Sprague earnestly addressed the Board in reference to the Semi-Centennial of the Institution which will occur in

1894, calling attention to the necessity of a new gymnasium and of more room for dormitory purposes." This time the Trustees resolved to raise a sum of $50,000 to build a Science Hall and a gymnasium as a Semi-Centennial offering by the Alumni and friends of the Institution. Dr. Sprague was then appointed to draw up the plans for raising such a fund. Dr. Sprague was able to announce that he already had a $5000 subscription from Mrs. Payne Pettebone and $1000 subscription from Mr. P. H. Zobriskie. (Mr. Zobriskie had offered $1000 providing another $1000 was donated for a gymnasium.)

Dr. Sprague further gave publicity to his need through the columns of the Opinator: "The high tension of requirement in the class room, the increased duties required of students because of the growth of the educational curriculum, make greater demands upon mental power, and thereby more attention to physical cultivation imperative.

"A building with the apparatus, to be in keeping with the character and requirements of the school, would cost from $18,000 to $20,000. It should contain a swimming pool, the usual gymnastic apparatus, with the Sargent system of developing appliances. It should be arranged, as they are already in many first-class gymnasiums, for both sexes. . . .

"The students of the Seminary have been expecting a provision of this kind for years, and it is now proposed to build an Alumni Gymnasium, and to make this one of our semi-centennial offerings. . . . Let every former student ask himself or herself: Do I not owe it to the institution to give $1000, or $500, $250, $100, $50, or $25 toward this semi-centennial offering, and thus bless the young men

and women who shall come to her portals for education in the future years?"

But that was not the way events turned out. At the April Board meeting Dr. Sprague reported on the plan to raise the $50,000 . . . "suggesting that Prof. John H. Race be appointed to visit the several charges of the Wyoming Conference in this interest. He also delivered an earnest address recapitulating the splendid work of the Seminary and emphasizing its present needs." The Trustees responded by providing that Dr. L. L. Sprague, the President of the Board, and the Presiding Elder of the Wyoming District be a committee to take charge of the work and to give Prof. Race whatever role they "may deem best."

While these plans were under way, a surprise of a very pleasant order was in preparation. One of Dr. Sprague's worries in this period when all the games and play of the boys had to take place on the back campus was the annoyance of nearby neighbors on Maple Street. Abram Nesbitt had complained once or twice of the boys as a nuisance. Dr. Sprague had warned the boys that they must keep their exuberance on campus and not annoy their Trustee neighbor. Then in youthful fashion they had been especially obnoxious. Dr. Sprague was somewhat depressed, for his plans and projects seemed to be shaping so slowly. At this point, one day he met Abram Nesbitt on the street. In relating this good fortune which had been kept as a surprise for Commencement Day, Dr. Sprague said, "About three weeks ago Mr. Nesbitt met me and said, 'When you get your plans for a Science Hall, I would like to see them.' I hurried them into shape, and showed them

to him, and he said, 'If $25,000 will build that, I guess we will go on with it.' " And this short dialogue followed: "Do you mean to say, Mr. Nesbitt, that you alone will give us this much!" exclaimed Dr. Sprague. "Why not?" was the quick reply—and that settled the matter.

Abram Nesbitt likewise came from pioneer stock in the valley. His grandfather had been one of the forty and had survived the massacre, settling in Plymouth. James Nesbitt, Jr., the father of Abram, had been one of the first members of the board of directors of the Wyoming Bank which Ziba Bennett had had a hand in launching. Shortly after the birth of Abram Nesbitt, his family moved to Wilkes-Barre. When Abram was seventeen he made his residence in Kingston. He had attended "Deacon" Dana's Academy. In the spring term of 1845, he studied at Wyoming Seminary a short period. Again when he moved to the West Side with his mother in 1849, Abram Nesbitt took more subjects at the Seminary. He studied surveying with Samuel Hoyt and made this his work until 1864. Then he retired to take care of his other business interests. Abram Nesbitt aided in organizing and opening the Second National Bank in Wilkes-Barre; he was a director on the Board of Central Poor District of Luzerne County and served on the Kingston Borough Council; he was an organizer of the Wyoming Valley Coal Co. and of the Spring Brook Water Co. as well as of later developments as widely different as the Wilkes-Barre Theatre Co. and the People's Telephone Co. The next generation was taking up where men like Ziba Bennett, William Swetland, and Wm. C. Reynolds had left off in the financial and industrial expansion of the Valley's resources. The very

character of the enterprises Mr. Nesbitt was interested in likewise illustrated the new era of inventions and conveniences that made up the more complex life as the 19th Century drew to a close. "In fact, no citizen of the community has ever been more widely interested in business affairs of local and national import than was Mr. Nesbitt. . . . To the last of his busy career, he maintained an interest in young men whom he considered worthy of trust and scores of these throughout the Wyoming Valley owe much of their success in life to his cheerful advice and financial backing. He was the donor of the hospital in Kingston that bears his name. His philanthropies were largely of a quiet, unassuming, and often unknown nature." Such was the man who spoke the cheering words to Dr. Sprague in the Spring of 1893. He had become a Trustee in 1887 and served until his death in 1920, holding the office of vice-president on the Board during many years.

Because Mr. Nesbitt could not be present on Commencement Wednesday, in June, 1893, Dr. Sprague asked . . . "Rev. Dr. Manley S. Hard to represent Mr. Nesbitt, in breaking ground for the new building. A very large audience then gathered on the campus; and the students gave the Seminary yell, with a will, closing 'Nesbitt, Nesbitt', etc. Dr. Hard then made a brief address . . . after which he brought out the first shovelful of dirt; Dr. Sprague followed, and then the Senior class, and scores of others. Many took bits of stone, tufts of grass, and other items as mementoes of the occasion.

"The shovel used was the one with which the ground was broken for the Nelson Memorial Hall; and it is proposed to use it also when the beginning shall be made for

the gymnasium." The building was to be . . . "on the southwestern corner of the Seminary campus."

On Tuesday, June 19, 1894, the new Nesbitt Hall was dedicated as part of the Semi-Centennial Commencement Day exercises in the Nelson Memorial Hall at 3:30 P. M. Dr. Sprague on behalf of Abram Nesbitt presented the keys of the new building to George S. Bennett, who, as president of the Board, received them. Then . . . "Rev. George Edward Reed, the President of Dickinson College, delivered a masterly address on the subject of 'Christian Education'."

And this was the building as the guests saw it that June day. The first floor of the new hall included the study hall which seated 150. ". . . Each occupies a single desk fitted with patent ink sink and combination lock. Day students also have exclusive use of the basement of the building where separate cloak, lunch, and toilet rooms for ladies and gentlemen are found. Each student has a private locker . . .

"The remainder of the first floor is the art studio. There are two rooms for this purpose." On the second floor . . . "one enters the physical laboratory, a large room fitted with Harvard tables, cabinet lockers, and apparatus for the study of science. From here open a small store room and the science lecture room. Passing into the latter, several rows of seats rise one behind another like an amphitheater. Two sets of curtains, one for ordinary use, the other for wholly excluding light, together with the skeleton in the cupboard, the aquarium, and the many other odd looking furnishings, give the whole apartment a mysterious antique appearance.

"Across the hall is the chemical laboratory equipped with the most complete outfit obtainable. . . . A 'dark room' close at hand should not be omitted. In it everything necessary to a photographer's work is provided. . . . On the same floor and in the southwest corner a magnificent room, known as the Museum, compels admiration. Here are stored . . . a variety of quaint and curious specimens . . . Notable are the J. K. Lum collection of animals and birds and the J. L. Crawford collection of Indian relics . . . Every partition on the second floor is of solid masonry. This confines all fumes to the apartment where they originate. . . .

"The third floor is wholly occupied by the commercial students. . . . Steam heat for the entire building is supplied from two large boilers in the basement. Artificial light will be unnecessary except during a few short, winter days; it will then be furnished by more than a hundred incandescent lamps attached to the Seminary power house . . . Perfect ventilation from basement to garret completes one of the most useful and pleasant school buildings in the state."

The cost of Nesbitt Hall was $33,000 with an additional $4,000 for the fixtures and furnishing, the money for which had not been provided when Commencement came in 1894. The new science building meant that the Seminary courses would not be largely text book courses any longer and that the make-shift laboratory room in Union Hall fitted in 1883 with four tables and hot and cold water could be put to a better and more serviceable use.

In the meantime the work of raising the Semi-Centennial

Fund was progressing. Prof. John H. Race had been appointed in charge of the fund. His place at the Seminary was filled by Prof. A. C. Howland, brother of Rufus Howland. At the February meeting of the Trustees in 1894, Dr. Sprague reported on the finances and stressed the need of a gymnasium. Then he read a circular letter to be sent to members of the Conference in regard to the Semi-Centennial Fund. A committee was appointed to prepare a . . . "different circular containing a personal appeal to pastors." In addition the chief purpose of the meeting was the discussion of the purchase of an athletic field. There were options on two lots: "One on the flats for $6000 and the other on Chestnut and Pringle Streets for $21,000." The Board immediately visited the latter, returned to the school, and decided that the lot at Chestnut and Pringle Streets, "The Hoyt block," should be purchased for $21,000 if the heirs of the Hoyt estate gave $6000 of the cost. This was done. The Treasurer paid $6500 in cash and the rest in a due bill and notes on the Seminary. In June Dr. Sprague reported that a grand stand, a fence, grading, tennis courts, and bleachers for the Athletic Field cost $2,540.

The summary of the results of the Semi-Centennial Fund at this same time was as follows: $22,924.30 raised for the fund, $14,207.23 in subscriptions and the rest in cash; adding the Nesbitt Hall with $1500 given as a premium for perpetual insurance on the building, and the $6000 donation for the Athletic Field there was a total of $63,424.30. The Trustees reported, "Rev. J. H. Race . . . has been untiring in his work. His tact, strength, and heroism have been admirable, and his success in these

stringent times most encouraging." In 1893 the secondary panic following the Civil War period struck the nation's economic life a heavy blow. The year 1893-1894 was certainly not the best of years to try to raise sufficient funds for a gymnasium. When Commencement came, that Semi-Centennial year, Dr. Sprague could feel that, in spite of increased indebtedness, he had made some big strides foreward: he had a science building and an athletic field; besides there were subscriptions and cash which would pay the rest of the cost of the field and leave a nucleus for raising funds to build a gymnasium when the panic had spent itself.

Tuesday, June 19th, was Commencement Day in 1894. The regular Alumni meetings by decades came on Tuesday evening. The entire anniversary program centered around the fiftieth birthday of the school, but Wednesday, June 20th, was the special Semi-Centennial Day. "The sun never shone out of more propitious skies over 'Old Wyoming' than this morning. At 9 o'clock a large crowd had gathered under the tent erected on the campus for the exercises. The Ninth Regiment Band led by Prof. J. I. Alexander rendered two selections in a most excellent manner. . . .

"At 9:40 A. M. Hon. Stanley Woodward, who presided, made the opening address." Rev. Y. C. Smith, second principal, made the prayer. Then . . . "Dr. L. L. Sprague gave a loyal welcome on behalf of 'Old Wyoming.' " As a part of his welcome Dr. Sprague said, "Wyoming as the Alma Mater welcomes her children with no prepared welcome, no stilted speech, but from the heart; so in the name of Wyoming, The Alma Mater

whose birthday we celebrate, welcome, thrice welcome, and God bless you all." And then through the morning and afternoon session various members of the Alumni gave talks on the fields of activity Wyoming graduates had gone into. Mrs. D. L. Rhone of Wilkes-Barre had charge of the program on women which "was one of the most delightful hours of the day." One woman graduate spoke on "Wyoming Women in Business," another spoke on "Wyoming Women in the Professions." Mrs. Rhone closed her part of the program with a real climax: She introduced Mrs. Nelson . . . "as the mother of old Wyoming. Mrs. Nelson was received with a loyal salute." The audience cheered her.

The morning session closed with an address by Rev. Manley S. Hard, called "The Next Fifty Years." After paying tribute to William Reddy, he made predictions such as: "In two quarter centuries from now Sociology would be taught within the walls of the Seminary. The liquor question would be solved. Fifty years from now would see greater advancement than the past 100 years." (Sociology was introduced as a regular one semester course in 1941-1942.)

In the afternoon Judge D. L. Rhone was in charge and called on leaders in various professions to give short papers on activities of the Alumni. Thomas H. Dale gave the first paper on "Wyoming in Business" in which he included some interesting figures: during the fifty years there had been 18,000 students go out from Seminary, "6,000 of whom were women"; eight hundred alumni had entered the ministry; 9,000 alumni had entered business. Others spoke on the same subject, including Prof. Dean.

Judge Rhone gave a short talk on "Wyoming in Law," and then introduced Dr. Fred Corss who spoke on "Wyoming in Medicine." After Dr. Corss and Dr. Rogers came a talk on "Wyoming in War" by E. S. Osborne. The program closed with four talks on "Wyoming in Education" given by Prof. E. H. Sneath of Yale, the Rev. F. M. Davenport, Prof. R. B. Howland, and the Rev. W. B. Westlake, a former teacher of mathematics. "At this point President Sprague came forward and announced that Rev. William Reddy had passed away, and the assembly was dismissed with a benediction."

"From 7 until 8 o'clock Prof. Alexander's band rendered an inviting program under the large tent. . . . Fully 2,000 people gathered to hear the address of Rev. Lyman Abbott, D.D., of the Plymouth pulpit, Brooklyn. . . . " This address closed the Semi-Centennial exercises. But just as he was about to speak a heavy thunderstorm broke. Dr. Abbott said, "My welcome is a thunderstorm, but thunder or no thunder, I will finish my address if the tent does not fall." No one left and he could be heard above the thunder.

It was at about 3 P. M. that William Reddy died in his room in Swetland Hall. He had come from Syracuse the first of the week . . . "to take part; but owing to what was supposed to be a slight attack of illness, had been confined to his room since his arrival. His sudden death at this time is an event that calls forth many exclamations of deepest regret. He was eighty years old. . . ." William Reddy had looked upon the Seminary campus when corn and wheat fields and the apple orchard gave no hint of a half century of educational development. Before ground

was broken for the first building he had had faith in the possibilities if he, William Reddy, did his part well. He had given the first $5; he had pleaded successfully (as events turned out) for the Kingston location, in the old Oneida Conference Session in the summer of 1843.

3. And Finally the Gymnasium 1897-1898

The report of the Trustees to the Conference in 1894 had stated that . . . "at least $10,000" more was needed "before the new gymnasium can be commenced." Following the description of the new Nesbitt Hall is this brief but pointed exhortation, "Oh, that someone, like-minded, would rise up and build a gymnasium for us!" The debt carried by the school before the new building was furnished and before the alterations were made in the old buildings required by removing several departments to Nesbitt was $9,200. After the work was completed including the red gravel road through the campus, the debt remained between $11,000 and $12,000 for the next four years.

In the school year of 1894-1895 Wyoming Seminary enrollment remained good and the effects of the depression were not evident. In 1895-1896 the number of students dropped off some although the Senior class was . . . "the largest in our history." Likewise with the heavy repair and furnishing work complete, the financial statement in June, 1896, revealed $1,000 more than the previous June. Dr. Sprague explained to his Trustees that in the ten-year period, 1886-1896, $25,000 had been spent just for improvements. Before the regular business of the June meet-

ing was taken up, Dr. Sprague "addressed the Board on the need for a gymnasium." But times were not good and the need was not met. As was the case with the earlier depression of 1873-1879, the last year was the one the school felt the most. In the Trustee meeting in April, 1897, Dr. Sprague announced that the school finances would come out just about even for the year. In the Trustees' report for 1897 to the Wyoming Conference, three immediate needs were listed: First, that the preachers persuade "young people of good character and family who have not the ministry in view" . . . to attend the Seminary. Second, "we need a Gymnasium. This is imperative." And third, "A large increase in endowment is needed . . ." The second was about to be realized.

Shortly after the close of school in the summer of 1897, "Mrs. Caroline M. Pettebone . . . informed Dr. Sprague of her desire to present the Seminary with the money for this building." Thus she continued the work her father, William Swetland, began when he announced in the November Trustee meeting of 1850 that he would donate the first "Swetland Hall." Her gift included the purchase of the land on which the gymnasium was erected. On the evening of March 1, 1898, ". . . the Caroline M. Pettebone Gymnasium was formally dedicated . . . with interesting and appropriate exercises in Nelson Hall after which the gymnasium was opened to visitors and a game of basketball was played. Large crowds took advantage of the opportunity to see the beautiful building so complete in its furnishings and equipments." Speeches were made by two members of the Conference, (Rev. W. H. Pearce and J. H. Race). Then . . . "John E. Jenkins and Thomas

Atherton, Esq., formally presented Dr. Sprague with the deeds and keys of the property. Music was furnished by Professors Stadler and Hemberger and the Independent Glee Club."

The new building stood across the street from Union Hall. The total cost of the lot and the gymnasium was $30,000. The "large crowds" went through the building in this manner: "The basement is divided into two parts, one for boys, one for girls. The boys' side contains two bowling alleys. Next . . ." there are . . . "the boxing room and . . . the bath room, where we find one needle, five shower baths and one tilting basin. There is also a cloak room, and arranged around the front part of this section are 170 lockers. The girls' side is not quite so extensive, yet it contains a bowling alley, one needle and three shower baths, a cloak room and eighty lockers." On the main floor to the front are the . . . "instructors' rooms . . . and the measuring rooms." Besides there are . . . "two bathrooms containing shower baths and lockers for the use of the teachers. The gymnasium proper . . . is a large room, 84 feet by 53 feet. It extends upward from the main floor to the roof, thus being approximately two stories high." The third floor includes rooms for home and visiting teams, a trophy room, the visitors' gallery and the running track. "This is a Rogers' Best Track, and was made by the Narragansett Machine Co. The track is six feet wide and is sure to be popular with the devotees of the gymnasium."

During his first fifteen years as president of Wyoming Seminary, Dr. Sprague had directed the expenditure of $150,000 for new buildings and improvements. When

the Gymnasium was ready for use, he had reached the end of an era in the expansion of the school's facilities. The new buildings so equipped the Seminary that it could meet the requirements of the trends in education toward more college training, business specialization, gymnastics and inter-school sports. Thirty years were to pass before another building was erected, years of rapid change in our ways of living and thinking, difficult years in the management of a private preparatory school that had no adequate endowment and that drew its patronage from the great middle class whose means were limited.

"At the head stands Rev. L. L. Sprague, D.D., conceded by some of our leading educators to be the best seminary man in Methodism. His strong grasp of the business details; his alertness in keeping abreast of the best thought and methods in educational circles; his fertility of resource in planning for the best interests of the school; his unique power to maintain discipline without severity, and his high Christian character and his intense love for 'Old Wyoming,' make him a model President."

CHAPTER XVIII

Wyoming Seminary in the 1880's and 1890's

1. Willis L. Dean—3rd Principal of Commercial

ONE of the long and sincere friendships in the annals of the Seminary was that between Dr. Sprague and Prof. Dean. It was a contributing factor to the success of the Commercial Department and to the development of the school. Just as Dr. Nelson had hired young Prof. Sprague and then had persuaded him to become a teacher and minister of the gospel instead of a lawyer; so, later on, Prof. Sprague persuaded Willis L. Dean, a brilliant and serious-minded commercial student, to enter the teaching profession, and when the opportunity opened had employed him as a teacher of penmanship and commercial. When Prof. Sprague was elected by the Trustees as Principal of the Seminary, Prof. Dean was his natural choice to take charge of the Commercial College. For sixty years Prof. Dean held that position, honored and praised by three generations of graduates who had succeeded in business and banking as the result of the advice and encouragement he had given to them as students. Like Dr. Sprague he was a shrewd judge of the character and abilities of those he taught.

Willis L. Dean came from the pioneer New England

stock of the Connecticut claim. His great, great grandfather, Ezra Dean, ". . . was an early shareholder of the Susquehanna Company and may have been with the settlers in 1763. It is related that he named the town of Kingston, Pa., after Kingston, R. I., in honor of his wife who was born there. Ezra Dean's son, Jonathan, was one of the "First Forty" who came to the Valley, and he may have been one of the first settlers in Kingston Village. He returned to Connecticut and did not again take up his claim here but in 1800 he returned to Pennsylvania, this time to the Meredith and Clymer claim around Abington where his three sons purchased lands. Prof. Dean was born at Waverly, Pa., on February 5, 1857, and brought up in that section of Lackawanna County when it was more of a farming country than it is now. As a boy he was accustomed to driving a horse and team with his father into Scranton and early came to know many of the important families and leaders of that part of the state.

He began his education at the Madison Academy in Waverly. At the age of fourteen, in 1871, he attended Wyoming Seminary taking work in the academic department in the three terms of the school year 1871-1872. In the spring term of 1873, Professor Dean took the Commercial Course and Commercial Arithmetic, receiving grades of 9 9/10 in each (96 in Deportment). He completed the course in *eleven weeks* instead of the expected minimum of eighteen weeks, even though at that time there were *two* more sets than there were in the later period. He attended the Commercial College only that one term. The speed and accuracy with which he did the work further attracted the attention of Prof. Sprague. When Willis L. Dean

had attended the Seminary in 1871-1872, Dr. Sprague, while he was making his rounds on halls, frequently stopped and talked with the boy, sometimes remaining most of the evening. Although Prof. Dean had been thinking of business as a career, Dr. Sprague suggested teaching instead. When the young man returned in the spring of 1873, his attitude toward his work and his industry, led Dr. Copeland to grant him special privileges which . . . "I did not abuse," Prof. Dean recalled. However at the close of the spring term in 1873, there was no opening at the Seminary. Prof. Dean tried to find a job in a bank but he was not successful. Finally he did secure a position as a teacher of penmanship in Lowell's Business College in the city of Binghamton. Nearly two years later at the close of the spring term, Prof. Sprague offered him a position in the Commercial College teaching penmanship. Prof. Ezra Loomis, his predecessor, was leaving. Prof. Dean protested he was not fully prepared to teach commercial. But Dr. Sprague told him he could study commercial law from a book during the summer. This he did and became a member of the Commercial College faculty. He was the fourth teacher of plain and ornamental penmanship. (J. S. Wickersham and James M. Gibbs had been the predecessors of Ezra Loomis.)

Being a single man, the young teacher (nineteen years old) lived in the dormitory. Although furnaces were in use, the upstairs rooms still had stoves in parts of the building. He taught penmanship in what is now the Boys' Reading and Recreation Room on the first floor in Centenary Hall at the back of Union Hall (where Prof. Trebilcox taught English for many years). Today there is

a ping pong table in that room. A student of those days, Mrs. E. A. Howe, said, upon looking into the room as it is now, "I see the writing table where I took penmanship, and I see Prof. Dean, a young man, looking over our shoulders and correcting each of us as he or she worked." He would exclaim, "Not that way!" and then guide the pupil's hand. He insisted on the use of steel pens. He also taught banking his first year; the next year he was teaching the bookkeeping; and his third added telegraphy to his work. The penmanship, bookkeeping, and telegraphy continued to be his part of the teaching until he became the principal of the Commercial College.

Like Winfield S. Smyth and Levi L. Sprague, Prof. Dean found romance at the Seminary. One of Philip Goodwin's daughters, May or Mary, was a student in the graduating course in 1875 and one of the graduating class of 1876. The Goodwin home (recently torn down) was just a step from the Seminary campus. Prof. Dean began courting Miss Goodwin. The only humorous remark made by Dr. Copeland that Prof. Dean recalled many years later was concerned with this romance. It was during a dinner at Dr. Nelson's house which came in the evening of a clear December day when the first snow covered the ground. Prof. Dean had taken advantage of the weather to drive May Goodwin on a sleigh ride into the country. Someone at the dinner made mention of this romantic episode. Dr. Copeland with a smile remarked that lovers would not wish December in May but that Prof. Dean had May in December. On June 20, 1878, Willis L. Dean was married to May Goodwin. Her father had a younger sister, Sarah, who became the wife of Abram Nesbitt.

When Dr. Sprague was elected Principal in the fall of 1882, Prof. Willis L. Dean became the third principal of the Commercial College. In the early part of his administration a course in "phonography" was introduced. "Graham's system of phonography will be taught . . . This system of shorthand is used by the best verbatim reporters. The course is so arranged that it may be taken in connection with regular Seminary or Commercial studies." The first teacher of this subject was Prof. F. M. Davenport. He was followed by John H. Blackwood who taught the stenography and added typewriting. He was two years in the commercial college and was followed by Ernest W. Davenport. There were then four courses in the College of Business in which diplomas were awarded; that is, for bookkeeping and business, for ornamental penmanship, for shorthand and typewriting, and for telegraphy. However in 1892 the telegraphy course was dropped because the demand for such training had decreased. The shorthand and typing became steadily more important. Miss Ray D. Griffith was the next instructor in the subject. In the Summer of 1893 the Commercial College announced that the shorthand . . . "will be under the supervision of Miss Ruth Peck, a practical shorthand writer. She will give her whole attention to the Department." Shorthand and typewriting cost the student $25 for the first term and $20 for subsequent terms; typewriting alone cost $15 a term or $6 a month. They too could be taken along with the regular Commercial Course for a charge of $15 a term. Miss Peck was one of the graduates of the course in 1893. That year two boys and three girls graduated in stenography and typewriting. They are the

first to be listed separately as graduates in that course. In the years Miss Peck was the teacher the number of students graduating each year was between five and eight. At the close of the century Miss Alice Morgan had taken charge of this course. The number graduating remained about the same.

The following excerpts are from a description of Commercial just before the new quarters were prepared on the top floor of Nesbitt Hall in 1894: "The College of Business of Wyoming Seminary at Kingston during its active sessions reminds one forcibly of the Produce Exchange of New York City, only on a somewhat smaller scale and instead of grey-haired men and stalwart brokers with cigars . . . are a hundred or so well governed young men and bright faced young women rushing hither and thither" carrying on the various transactions in actual business. "There is no restriction placed on their movements or conversation so long as it pertains to the business in hand, as Professor W. L. Dean, the principal and ruling spirit, says that he wants to teach his pupils to do business amid any amount of noise and disburbances."

"Few people have any knowledge of the extent to which the Wyoming College of Business has grown since it was established in 1863 with W. S. Smyth, now of Chicago, as principal. Then it occupied a room 20 by 30 feet in size. . . . Since Professor Dean, with Professor Kuhn as his assistant, assumed the management it has been given a whole floor."

"All the transactions of the students are actual, not theoretical. The banks are fully manned with clerks, each student clerking here in turn, the accounts are kept with

scrupulous exactness and books are perfect fac-similes of those used in the Wilkes-Barre banks. The merchandise dealt in at the wholesale department is represented by printed cards, but the price-list which is hung up outside the door is changed daily according to the actual fluctuations of the market. . . . The books kept in the wholesale department are copies of the books of Wilkes-Barre wholesale merchants and are kept up to the times in all the details."

In September, 1889, the "Opinator" announced, "The business college has opened a night school at which all persons not able to attend day school can obtain a knowledge of bookkeeping, penmanship, and general business principles." These sessions were held only for a "portion of the year." There were fifty-eight students attending during the period the night school was open. Whether this was continued more than the one winter is not clear from the material available.

By the year 1890 Prof. Dean had been principal long enough to establish a reputation in his own right. "A very pleasant feature of Commencement Day was the receipt of a telegram announcing that Dickinson College had just conferred the degree of A.M. upon Prof. Dean, Principal of the College of Business." At that time some eleven graduates of the business course held important jobs in the Wilkes-Barre banks.

When the fall term opened in 1894 the Commercial moved to the third floor of Nesbitt Hall. "Here in a large, airy room fitted with everything pertaining to banking and office work, one sees half a hundred young gentlemen and ladies actively engaged in every detail of practical busi-

ness . . . While opposite, in another room the busy fingers of several stenographic and typewriting students rapidly write from dictation orders for goods, or transcribe legal documents with care and accuracy . . . All the outside walls of Commercial are finished on the brick like those below but the partitions and ceiling are of wood polished until every board exhibits its natural beauty."

Prof. Dean made the foundation of his work the basic principles not only of a successful business but also of successful living. These principles he observed himself: honesty in matters large or small; scrupulous observance of all obligations; and promptness in meeting all appointments. He practiced, himself, a good sportsmanship, accepting gains or losses with equanimity. He also insisted on hard work and had small patience with the time wasters.

2. The Literary Societies

In an entry for Friday, October 19, 1866, Royal Taft wrote, "There were very few declamations for the evening exercises, so I commenced a piece after school and had it committed in time for the exercises. It was rather short notice and I made a few mistakes. Ladies serenaded us. Prof. Abbott gave them an invitation to cease."

Orations and declamations were the primary purpose of the early literary societies. America was under the spell of the period of ornate oratory made popular by the magic presence of Webster and the charm of Clay. Also many students in a school like Wyoming Seminary expected to enter the ministry or the law, both of which demanded a well trained voice and a platform poise. The approaching

tension between the North and South before the Civil War further stimulated the interest in debate. From the very first year of the school's existence there had been at Wyoming Seminary one or more Literary Societies. The popularity of the ancient classics as a foundation for secondary and college training naturally led to the choice of names from the Greek. Before the close of the first school year in 1845, the first literary society had been founded, the Mathetean Society. The first Anniversary speaker, E. L. Dana, had spoken before this society. It was customary for such societies to invite outstanding orators from the legal profession and the ministry to speak to them occasionally. At the second Anniversary Exercises in 1846, the Rev. Dr. Cuyler spoke to the Mathetean Society. And then there is a gap of a year in which no source of information tells us whether the Matheteans continued or the new societies were organized. In fact the early catalogues did not mention a literary organization at all. Not until the catalogue which was published in February of 1849 was there notice of this activity. When that catalogue went to press the Seminary had three societies: "The Wyoming Seminary Lyceum" and the "Alpha Epsilon" are . . . "sustained by the young gentlemen." The " 'Ladies Association' is a society for mutual improvement, and is proving a very efficient auxiliary in the department of the school by which it is sustained."

By the year 1850-1851 the "Wyo. Sem. Lyceum" had been dissolved and the "Pi Delta Kappa" had been formed. In 1852 the latter continued and two new societies were organized, the "Local Legislature" and the Philomathean Union; the girls now added the "Alexownian" to the

"Ladies Association." There was little continuity until students began to come for more than a term or part of a term. The "Amphictyon Association" was the first of the present day societies to be organized; this society began in the winter term of 1853-1854. It replaced the "Philomathean Union." There were still four societies, two for girls and two for boys. In 1857-1858 the "Alexownian" was dropped. During the school year 1859-1860 the Independent Society was organized. From then until now the boys' societies have maintained their continuity. In 1865 the girls dropped the "Ladies Association" and organized the "Adelphian Society" which is still active. These three societies continued until 1891 when the Plattonians were organized. Although the latter represent the boarding girls now, that was not true at first. "Without a warning word or anticipative thought, one morning in the last of December (1891) the report of a new society having been organized in Swetland came flying through Union and Commercial Halls. Though but half-believed at first by many, this was satisfactorily confirmed in Chapel by the flashing eyes and animated faces of the ladies."

"Of course we heartily welcome the Plattonian into our circle of literary societies and earnestly wish her the highest success." The Opinator editorial writer believed that the previous lack of society rivalry among the girls might account for fewer girls going to college compared to the boys. Might it not be true that ". . . the rivalry between the gentlemen's associations spurs on their members to do better work? We believe that in the halls of the Amphictyon and Independent Societies the timid wish and

vague dream of many a young man have been nurtured into a passionate longing and a fixed purpose."

From the time there is any record of the societies, they were a serious and educative part of the extra-curricular activities. Their minutes were carefully kept by a secretary and their officers functioned in an able manner. At the weekly meetings declamations and original orations were a regular part of the fare. Debate subjects were very frequent in the minutes. These are samples: "Resolved that false systems of religion have produced more Evil than false systems of government"—the negative won. "Resolved that the U. S. should not acquire any more territory"—negative won. Just when the annual debate began there is no indication. It is reasonable to believe that soon after the societies became more stable and continuous the custom of an inter-society debate began. Very likely the early 1860's saw occasional debates. The first record of such a debate is the one Dr. Sprague took part in as a loyal Amphictyon in June, 1866. Although this "public debate" took place in June, it was not part of the regular Anniversary program but came more than a week earlier; such inter-society debates did not become annual affairs until much later. In the "Opinator" for October, 1887, the editor wrote, "It has been the custom of the Amphictyon and Independent literary societies, at irregular intervals, to engage in a public discussion of some leading question. Sometimes several years pass by without one of these public debates taking place. It is now about two years since representatives of the two societies met and discussed the 'Capital Punishment' question. . . . We are glad to announce that in the not distant future a debate will take

place between the two societies. . . . The 'Opinator' suggested shortly after the last debate that the societies meet in public debate every year. If the benefit derived from such contests were properly estimated, we would have one . . . every year."

Committees appointed by each of the two Societies finally did make . . . "arrangements for a public debate. The question is an all-important one—'How shall we close the dram shop, and the best political means for accomplishing the desired end?' The debate will be held in the Chapel, Friday evening, January 13, (1888)." The question was finally worded, "Resolved, that all temperance men should vote the Republican ticket." Evidently the debate was conducted differently than today, for the audience listened two hours, "and only curiosity to know the result restrained the desire that it be continued." The judges decided in favor of the negative, that is Amphictyons. Prof. Putnam presided.

As early as the 1850's the societies evidently had separate quarters with a certain amount of furnishing, for there is an item of $25 for the room of the Amphictyons. After the Ladies' Boarding Hall burned and the North and South winds were added the Literary Societies received new rooms. In the report of the Board of Visitors to the Anniversary Exercises in the last of June, 1865, this item was included: "Two spacious rooms have just been elegantly fitted up for the two Literary Socities." At the next Anniversary Exercises in 1866, the observer for the "Record of the Times" wrote, "we noticed the rooms of the Amphictyon and the Independent Literary Societies are handsomely fitted up and exhibit a gratifying advance

beyond former days at Wyoming." The literary societies usually had their speaker on the evening before Anniversary Day after the Music Department began to give a recital on Monday evening. Occasionally the literary societies seem to have met on the night of Anniversary Day although after the Alumni formed an association in 1870, they customarily met that evening. In that year the Adelphians had an evening to themselves, Monday evening, when they held "public exercises." Then on Tuesday evening the regular speaker before the Literary Societies came as usual. Throughout this period the Literary Societies had a program of their own which was included in the "Seminary Week." Gov. H. M. Hoyt was their speaker on Tuesday evening during the 1871 Anniversary.

During the middle 1860's when most of the boarders were on campus seven days a week and five day boarders were not as common, the Literary Societies provided some of the program which kept the students occupied and interested. On Friday evening there were usually public exercises in which the boys and girls met together for a regular prepared program. On Saturday evening each society could hold its weekly meeting unless some other events such as revival services during part of the Winter term or a school excursion or festival interfered. In his entries for Friday and Saturday, January 5 and 6, 1866, Mr. Taft had written, "attended public exercises in the Chapel this evening. They were very good, and the ladies' paper especially." For the next night: "Attended society this evening. We had an interesting meeting. Two college students who formerly attended school here were present." On August 31, 1866 his entry reads, "The first public

exercises took place this evening. The ladies had a spicy paper. I spoke an old piece and came near breaking down although I knew it very well." However, the exercises were not always interesting, for on Friday, September 7th he wrote, "The exercises were quite dull this evening. Our editor did not do as well as I expected he would." The Adelphians really got underway in the year 1866. On September 28th, "There was a festival this evening for the purpose of procuring means to fit up a society room for the ladies. Blakeslee and I were on the committee for lemonade. I was busy most of the evening and I was not with the fair ones a great deal." Later on in December that year some of the Independents went out on Monday "after school to solicit cake for a festival, the proceeds of which are for our society." On the Friday of the same week (Dec. 14): "There was a festival this evening. The proceeds ($120) are to buy books and pictures for the Independent Association. Blakeslee and I were on the committee to tend the oyster table. . . . To bed 3 1/4 o'clock." Often at the regular weekly meeting a question was debated. On Saturday the 18th of January, 1866, there is this statement, "attended the debating society in the evening. We had a very interesting discussion. Round and I were chief disputants; Ques., Resolved that childhood is the happiest period of human life. We had the Neg. and gained the decision." At the Friday evening exercises a member of the faculty always presided. On Friday, Jan. 24th, there is this entry, "First public exercises of the term were held in the Chapel this evening. Prof. Abbott had charge of them. Mr. Mahon read the gent's paper and Miss Van Horn the lady's. Had the last declamation.

Choir meeting after the exercises." The next day, Saturday, "during the afternoon commenced composition and prepared a little for the debate. Attended society in evening. Question, Resolved that women are more revengeful than men. Our side, the Neg., gained the decision. . . ." Once in a while the society elections provided special interest. On May 2nd, "Had a very exciting time in society this evening in relation to the election of Mr. L. We adjourned without doing any business. Circus in town. Some of the boys attended."

In September, 1883, by the united efforts of the three Literary Societies, the "Seminary Opinator" began publication as a school paper appearing . . . "the second Friday of each month throughout the school year." The price was one dollar for a "Seminary year" and fifteen cents a copy. The first editor was W. W. Newell, the first Assistant Editor, Miss Theodora Ross, and the first business manager was John H. Race. The opening editorial on the first page was introducing a paper destined to have a continous existence of 61 years. It is still a vital school publication.

"We present you today the first number of the "Seminary Opinator." In the publication of this journal, we are endeavoring to supply a want long felt by the patrons and friends of the school, namely, a periodical issued by the students, as often as once a month, which should contain, not only all the events occurring in our midst, but discussions on questions of interest to the public. . . . Other seminaries maintain a paper, and as we consider Wyoming second to none, we know of no good reason why a journal should not flourish among us. In order to make any undertaking a success, plenty of good, hard work

and steady application is necessary, and with these requisites we believe a successful issue cannot help but follow. . . . We have engaged in this enterprise with the determination that our paper must and shall succeed. . . . It is our intention to have each issue contain something that cannot fail to be of benefit to the reader, and many little items to interest and amuse. We intend, if possible, to publish a paper that no school journal need be ashamed to take as its model, and make the "Opinator," though young in years, wise in the sentiments found in its columns . . . "

The first issue set the standard in both form and content for the first eleven years of publication. Three essays followed the editorials, one in a humorous vein called "Curious English" which is a review of a book on oddities of the English language. The other two are didactic in character: one called "Unnecessary Pain" and the other, "Heroes." These were then followed by news items called "Locals" and an original poem, "Wyoming Seminary." Among the news items was one of interest to every prospective senior today, for it announced that "The Senior orations are to be delivered mornings in the Chapel this year, instead of at the Friday evening exercises as before." A further page of news items entitled "Campus" had squibs on sports headed: "Lawn Tennis," "Archery," "Croquet," and "Baseball"; and bits about students. A long column captioned "Personals" had sentence items about Alumni of the school. More than a page of jokes closed the first issue. Here is a sample of a joke in 1883: "Study of Greek: Mr. Fronde, in the course of a recent lecture, stated that Cato did not begin to study the Greek

language until he was 84 years of age. The boys of today tell their fathers that they are anxious to follow the example of Cato." When the second year of the "Seminary Opinator" began, the editor was able to write, "The Opinator was a decided success last year; judging from a literary standpoint it ranked with the best; financially it was even more of a success than we hoped for . . ."

The Literary Societies continued the debating and declamation and developed the social functions which became more common. The latter characteristic was likewise in conformity with the times. Receptions and banquets are more frequently mentioned. On these occasions the programs were often quite long with not only declamations but numerous musical numbers and of course food. The alumni were interested in the Societies and often returned as guests or speakers.

On May 27, 1884, the Adelphians gave a reception "in their beautiful parlors in Swetland Hall" . . . (on the first floor). "The committee received their guests in the society room which had been beautifully decorated, and a rare entertainment followed, consisting of vocal and instrumental music, and recitations . . . After the literary program had been finished to the satisfaction of all, supper was announced and a march begun to the dining hall where new surprises were in store . . . The walls were decked with flags, while at one end of the hall might be seen in large evergreen letters the word, 'Adelphian.' The tables were adorned with flowers, and the refreshments consisting of ice cream, strawberries, cake, oranges, bananas, candies, and so on, were served . . . by a committee of eight young ladies and gentlemen. After all had partaken

of the repast, one by one—or rather two by two—the feasters deserted the tables, and soon the halls above were again resounding with music and merry laughter. . . . Not till almost midnight was the order of adjournment given . . . "

In the late 1880's the Amphictyon Society arranged a series of three lectures; the first lecturer was Russell H. Conwell who spoke on "Born a King; or, A Golden Crown." The second was by a Col. Copeland who delivered . . . "his famous lecture on 'Snobs and Snobbery.' " Both were witty. Dr. Tiffany was the last of the lecturers and he spoke on "Yosemite Valley in '69'." Another type of entertainment sponsored by the Literary Societies was an evening of musical numbers. "On the morning of May 10 (1889), an entertainment was given in the hall under the auspices of the Independent Society. The entertainment was wholly musical and under the direction of Prof. Alexander of Wilkes-Barre." This included vocal solos, cello solos by Prof. Alexander, and a violin solo. The following school year both the Adelphian and Amphictyon societies sponsored lecture courses; the Aldelphian lectures came in the Fall term, and the Amphictyon in the Winter Term. Tickets were sold by the latter Society at $1 a person for four lectures.

In this period the Independent Society had a very successful Glee Club. At the close of Dr. Copeland's period, the Glee Club had not yet made its appearance. "Instead of the Glee Club the young men expressed their exuberance of spirit by sitting on the steps of Administration Hall (Commercial Hall then) and singing college songs while we of Swetland sat on our steps and cheered them."

The first Glee Club organized in the winter term of 1884 and made its first appearance on February 15th. "We are very glad to say that at last the long talked of Glee Club was organized and has gone to work. We know of no reason why Wyoming Seminary should not have a good club . . . We believe the club has now at least two engagements on hand, and from the continual racket heard on all sides of us we are decidedly of the opinion that the men are practicing enough to answer all purposes." The Glee Club made ". . . its *debut* on Friday evening, Feb. 15th, giving two entertainments at New Milford, Susquehanna County, both of which were pronounced by the people to be excellent. The boys went there at the invitation of the Methodist pastor, Rev. J. L. Race, and were royally entertained by the people of that place until Monday morning." There were eleven members: "Tenors, Powell, Wagenhorst, Race (son of Rev. J. L. Race), Resseguie, and D. C. Smith; bassos, Schoonover, Decker, Alexander, H. D. Smith, and Davenport; pianist, John Smith." "The Scranton Republican" reported, "The Wyoming Seminary Glee Club gave two of the finest concerts ever heard in this section. The club is composed of eleven superior young vocalists, and by their college songs and recitations, both comic and otherwise, they took the people by storm." During the rest of that term they had engagements to sing in Hyde Park, Providence, Nanticoke, and Factoryville. In March, 1884, the Glee Club gave a benefit concert to raise money to help the "Opinator." Before the term ended, they had a regular business organization with John H. Race, musical conductor; E. O.

Wagenhorst, Business Manager; H. D. Smith, Treasurer; F. M. Davenport, Secretary.

The Glee Club in the next fall term had twelve members. They made a Thanksgiving trip to Binghamton. "The Club is in better condition than it was last year, as several excellent additions have been made to its ranks." Beginning with the catalogue of 1886, the Independent Society Glee Club is listed with the student organizations and the members each year are listed with the faculty adviser. In April, 1890, "the Glee Club of the Independent Society, Eta Chapter of the Alpha Phi Fraternity, had been invited to entertain the ministers of the Wyoming Conference during their annual meeting this year held in the Tabernacle M. E. Church, Binghamton. . . .

"Shortly after 8 P.M. (April 1st) the Club took their positions on the platform before at least 1200 people, who, by their repeated encores, proved to be a most appreciative and responsive audience. After the introduction in a few well-chosen words by Rev. Dr. Colville, the program was opened with the 'Wyoming Medley'—'In Wyoming's praise tonight our voices ring,' etc."

They sang at Harford on their return "to a fair-sized audience."

"Eleven o'clock, Thursday morning, found the boys back in their usual places of duty, somewhat wearied by their exertions, yet convinced that 'music was ordained to refresh the mind of man after his studies.' "

The Amphictyons developed and organized what they called "The Amphictyon Concert Company." This included an orchestra, a Banjo Club, and singers. They likewise traveled about giving concerts.

There was one other feature of the Literary Society life which came to a climax in this era. Every year between Thanksgiving and Christmas there was a big banquet, sponsored one year by the Independent society and the next year by the Amphictyon Society. "As nearly as can be ascertained they began as far back as the '70's, and were the outgrowth of 'spreads' in the gentlemen's societies —very informal, and among the members of the same society only.

"From the informal 'spread' one society invited the other to join them and had their banquets in the recitation rooms.

"Society strife, to excel, gradually made the banquets better until one was given in the College of Business. The 'Toasts' were given by the boys that were in school then, and only the boys were invited. After this the Independent Society gave a supper to which the young ladies were invited. This being the first event of the kind, the Amphictyons joined with their brother society, and ever since our Christmas vacation has been preceded by one of the pleasantest occasions of the school year." This was written in the "Opinator" for January, 1894. The first of the banquets reported was in the "Opinator" in January, 1885; it had been held on December 19, 1884, and was called the "fourth annual banquet." In the year 1891 the Independent Society failed to hold this annual banquet, but the Amphictyons restored the custom in 1892.

On December 20, 1893, the Independent Society again gave the Annual banquet. "By nine o'clock nearly 200 guests had assembled, making the parlors and hall of Swetland the scene of enjoyment and gayety which were

heightened by strains from Oppenheim's orchestra." Alumni and old friends attended. Then a short program of music, including solos, Glee Club songs, and selections by the orchestra, put the guests in the proper mood. "Shortly after ten o'clock the guests withdrew to the dining hall... At the entrance was a rustic gate of evergreen over which an arch bore the word 'Welcome.' The tables were arranged in the form of a hollow square and were decorated with fruit and potted plants. In the center of the room was a large pyramid of palm and other plants reaching to the ceiling. The pillars were wound with pine and the sideboard extending around the room was decorated with evergreen. At the front of the hall was a large evergreen curtain bearing in Greek text the motto of the society 'Harmony and Love.' The electric light globes were wrapped with gold and blue paper giving a pleasing subdued effect." The sumptuous meal was served under the direction of the caterer, Lazarus. Then followed the program of speeches which took the form of 'Toasts.' Distinguished alumni of the bench, ministry, etc. gave the toasts. As usual the banquet broke up between 2 A.M. and 3 A.M.!

Developing as they did out of the intersociety rivalry, there was a danger that these banquets would become too sumptuous and too expensive. Evidently in the 1890's there was some opposition to the continuance of such feasts. The Independents gave the 1897 banquet on December 21st which the Opinator for January, 1898, reported a complete success. The menu was the best part of the program. "A large number of Alumni, old students, and friends of the Seminary were present, and many of

old Wyoming's representatives at the various colleges came to enjoy the reunion. . . ."

But in the same issue resolutions adopted by the Independents provided:

"*Whereas*, the Annual Banquet has become a detriment to the interests of the Independent Society, the unanimous sentiment of the said society is unfavorable to the continuance of this obstacle to its growth. It is therefore

Resolved, that the Independent Society hereby abolishes the custom of holding its annual banquet."

The next December no annual banquet was given but on Thursday evening, December 22, 1898, the Amphictyons gave an informal reception. "The idea of giving a reception at Christmas was new, but it was thought best to give it in place of the banquets which have been given in previous years."

In the mid-1880's the Independent Society became a Chapter in a fraternity. It was the Eta Chapter of the Alpha Phi fraternity. The Seminary chapter was the fourth to be organized. By 1898 there were nine chapters in Alpha Phi fraternity. The Seminary chapter and the Lambda Chapter in Towanda, Pennsylvania, were the only two chapters outside of New York State.

In September, 1888, on the 20th and 21st of the month (Thursday and Friday). . . . "the annual convention of the Alpha Phi Fraternity was held in the hall of its Eta Chapter . . . " At the close of the Convention on Friday there was an entertainment given in Nelson Memorial Hall followed by a banquet which the members of the Eta Chapter gave to the delegates of the other chapters.

The last twenty years of the 19th Century was a period

of great activity on the part of the societies. Banquets, receptions, public entertainments, and society "spreads" kept them busy, developed social qualities, and continued the declamation and musical entertainment. The boarder societies tended to be more active than the day student societies which is easily understood, for the day students usually had a social circle of their own community, whereas the boarders had to find among themselves their own entertainment.

3. Some of the Faculty of 1880's and 1890's

Miss Anna A. Fisher

In 1882 Miss Anna A. Fisher became the preceptress, or rather the Lady Principal, a term first used in the catalogue of 1872. She remained nine years, continuing the high standards of Miss Ellen Martin. She was a graduate of Antioch College and taught, while she was at the Seminary, English literature and Latin. She was very successful, enjoying a popularity seldom achieved by the teacher who must enforce strict regulations. Miss Fisher was qualified for her task by many natural advantages. She was a beautiful woman in the true sense of the word with fine features and "beautiful blonde hair." In her photographs there is a poise and quiet dignity which is not assumed but an outward expression of an inner faith and understanding. She was a very religious woman and had a real understanding of girls. One student wrote, "Miss Anna Fisher was always lovely and yet firm in her rulings." Mr. Ernest Davenport adds this line to her portrait: "She

possessed a keen mind and left the imprint of her womanly virtues upon men and women alike." An anecdote recalled by Miss L. G. Thompson, who as a student studied English literature with her, runs as follows:

"Anna A. Fisher was tall and fair and queenly. As preceptress and teacher she was the type that pupils were sure to idolize. To some she was a Greek goddess on a pedestal. Then one day the goddess had a fall. She had been discovered in some picayune sin of omission or commission, nothing that would have been noticed in another, but her puritan adorers were disillusioned and sad. Finally one a bit older and wiser than the others came to the defense of the fallen idol. 'We must remember, girls,' she sagely announced, 'after all, Miss Fisher is human.' "

In her teaching she had the ability to arouse interest in the great masterpieces of literature. Miss Thompson relates, "On my library shelf are six little books, bound alike in a pretty green cloth binding. They are reminiscent of Anna Fisher . . . I remember our thrills on the day we received our little volumes, each set to be the nucleus of a library, so Miss Fisher had hoped when she suggested that we let her order them for us. . . . These are the books: Carlyle's 'Essay on Burns,' Hawthorne's 'Tales of the White Hills' and 'Legends of New England' and an 'Essay on Hawthorne' by James T. Fields, one volume of essays by James Russell Lowell, and another of poems beginning with the 'Vision of Sir Launfal,' Whittier's 'Snowbound,' etc., Dickens' 'Christmas Carol' with an essay by Fields. My pride of possession and my affection for the little volumes abide, and bound with them is my affectionate admiration of Miss Fisher."

While preceptress she aided the girls in organizing a Young Women's Christian Association. She frequently gave talks to the girls to help them in their adjustments to close community life. In the April, 1891, issue of the "Opinator" an editorial states: "A few evenings ago Miss Fisher favored the young ladies with one of her pleasant talks, choosing for her topic a very practical subject, and one of greatest interest to all students; namely, the duties of chums toward each other.

"As she proceeded, pointing out mistakes and suggesting improvements, it was easy to see that each listener took the words to herself, and was thinking wherein her own conduct differed from that perfect law of love and mutual forebearance set before her. But words of encouragement and praise were not wanting either . . .

"Miss Fisher also appointed a committee to arrange for the organization of a walking club. Those delightful hours spent last fall in tramping over the mountains are still fresh in our memories, and we are anxious to take advantage of the lovely days of Spring. . . ."

The spring term of 1891 was Miss Fisher's last term at Wyoming Seminary. She accepted the position of dean of women at Denver University. Nearly a year later upon the request of the editor of the "Opinator" she wrote a letter describing her new position in which her own outlook and spirit are suggested: "It is with great pleasure that I send greeting from the great West, over valleys and through many states to you. . . . I am in excellent health, and am enjoying my work in this sunny land of Colorado. There is something inspiring in change of scene, in a new

and stirring country like this. It lifts one out of the old and beaten track into a broader, and less traveled way. . . . Grassy plains are here, extending as far as the eye can see. Now they are dotted with the cactus, but soon will become a garden of beauty, from the wild flowers that grow in profusion. The mountains and the sunny, fresh atmosphere are our greatest pride. . . . Pike's Peak is some seventy miles distant; this mountain-top catches the first beams of morning, and flings her light down upon the valley in floods of glory. In the presence of the mountains the words of the Psalmist acquire a new meaning, 'The strength of the hills is His also,' and, 'I will lift up mine eyes unto the hills whence cometh my help.' "

When Miss Chubbuck resigned in 1907 Dr. Sprague invited Miss Fisher to return but she remained in college work until her retirement. For a number of years until her death in 1942, she resided in San Diego, Cal. The writer recalls visiting her in the summer of 1936. She asked many questions about Wyoming Seminary and Dr. Sprague. Her mind was keen and alert, her life as active as her health would permit. She liked the West so much she had determined to live there in her retirement. There was the same calm poise and charm of manner that had endeared her to a generation of Seminary students.

Mrs. Minnie Mason Beebe

The Lady Principal who followed Miss Fisher in the fall term of 1891 remained until the end of the school year of 1898. She not only supervised the girls but taught English.

Mrs. Minnie Mason Beebe was a native of Geneseo,

N. Y. She had attended Syracuse University and graduated in June, 1890. Previous to her college course she had taken the Geneseo Normal Course. Although Mrs. Beebe had applied several places for a teaching position in the summer of 1891, she had not made application to Wyoming Seminary when a telegram came from Dr. Sprague whom she did not know. Miss Fisher had received her opportunity to be Dean of Women at Denver University quite suddenly in August and at the time of the telegram had already set out for the West. Dr. Sprague, seeking a lady principal at such a short time before the opening of school, had got in touch with Syracuse University. Both Chancellor Sims and Dr. Caddington had suggested Mrs. Beebe. Dr. Sprague asked her to come to Kingston for an interview which she did. Her first meeting with Dr. Sprague Mrs. Beebe has described as follows: "I had a long dusty ride on a very hot August day. Dr. Sprague met me at the station for the 4:40 P.M. train. We walked up to the Sem., and without giving me a minute to rest or to cool off he marched me from the bottom to the top of every building on the campus, then back to the porch of Swetland. He asked me what I thought of it, asked if I would take the place and when I said I would he remarked, 'The position is yours; now maybe you would like to go and cool off.' " And then she was shown to her room where she lived the seven years. She was the "Professor of History and English Literature."

Mrs. Beebe entered into the life and activities of the school from the beginning of the fall term that she arrived. At the Annual Reception given to the new students by the

Christian Associations she was called on and . . . "gave an impressive talk on the needs of Christian steadfastness, and the dangers of neglect in school life." Likewise there was an article in the first number of the "Opinator" entitled "Elective System in Colleges" in which she counseled against the new system as unwise when the choice of subjects in college determined what a student was fitted for in life. On graduation from preparatory school students are "likely to be incompetent to choose their studies wisely . . ." and any such choice . . . "would naturally be influenced by former prejudice. We probably all know subjects which we have thoroughly disliked at first because taught in a dry, uninteresting manner. . . ." and the student would not voluntarily elect such courses, "but when required to take them afterward, and under more able teachers, they have perhaps become our favorite studies."

In those days chaperoning was more arduous than at present. There were class picnics, skating parties, excursions to Lake Winola, Campbell's ledge, etc., receptions, banquets, and the annual walk in the country looking for arbutus. Mrs. Beebe was usually reported by the "Opinator" as one of the teachers who accompanied the girls. There were teas given by the preceptress to invited guests from outside as well as faculty members; and there were teas for students. Besides the customary talks to girls, Mrs. Beebe was frequently asked to speak before Christian Associations during their regular meetings.

She resigned at the close of the academic year, 1897-1898. Today Mrs. Minnie Mason Beebe lives in Syracuse, N. Y., and retains her lively interest in Wyoming Seminary.

The Three Bannister Sisters

After Mrs. Jennie Russell Sprague gave up teaching the Art courses in 1872, Miss Clara Blinn became the art teacher for the next four years. Then in 1878 the first of the three Bannister sisters to teach in the Seminary, Miss Clara H. Bannister, accepted the position as art teacher. She continued in this position until 1881, at which time, her sister, Miss Alice Bannister, became the art teacher. In 1887, Miss Bertha Bannister was engaged to teach English and later she taught Latin classes too. She remained a member of the faculty until the close of the academic year in June, 1893. These able and very talented sisters were the daughters of Dr. and Mrs. Edward Bannister. Their father, a native of upper New York State, had graduated from Wesleyan University in 1838 and had begun teaching at Vienna, N. Y. He also joined the Genesee Conference of the Methodist Episcopal Church. He did some pastoral work in the Black River Conference but the academic life was his chosen work. From 1844-1850 he taught Natural Science at the Cazenovia Seminary; then he accepted the appointment of the Missionary Board to establish educational institutions in California. Until his death 21 years later, he was a teacher, University president, and preacher. In 1871 after his death his wife and family moved back to New York State, settling in Syracuse. Thus as the three girls were ready, each attended and graduated from Syracuse University, and then each became a teacher for a time at Wyoming Seminary. Miss Alice Bannister remained for the longest period, from 1881 to 1894. In 1890 she married Dr. John H. Race who

had returned to teach the new department of Rhetoric. Mrs. Race continued in charge of the Art department until 1894. During this period some changes were made in the Art course and the number of students increased.

Miss Bertha Bannister was the only one of the sisters who did not teach Art. Recalling the stimulating character of her teaching, a newspaper editor wrote, "Through the lapse of a half century comes the memory of the first day of the 1892-1893 term in the English class of Miss Bannister—a born teacher of English—when she used an unforgettable illustration to impress the way in which language is constructed. 'The various parts of speech,' she said, 'are stored in boxes, and we pick from them the words we need to fit into sentences that express our thoughts.' That simple illustration had a strong appeal for one who had just come from a printing shop where his work was to pick by hand letters from the boxes of a type case and assemble them into lines of type. The enthusiasm of the teacher in the presentation of her subject gave to one who had never before studied grammar an inspiration that made it possible, in one school year, to get a grounding in English that has been of life long value."

The "Opinator" in March, 1885, commented on the appearance of the Art room in this manner: "The Art room is one of the most, if not *the* most, attractive departments of the Seminary. During the past term some beautiful work has been done, some fine engraving, both in portraits and from objects has been produced; one young lady has been giving time to water-colors with very satisfactory results. The finest and newest work has been done in pastel. Wooden bowls and spoons have been the rage

as far as novelties are concerned. There is at present much more interest in the Studio than for a long time past, owing to the regular course recently laid out; a number are preparing to complete this, and two from this department are of the Class of '85." This new course was introduced in the year 1883-1884, the 3rd year of Miss Alice Bannister and the first full year of Dr. Sprague's principalship. The course as outlined was a three year course and included mechanical drawing as well as free hand drawing, water color painting, oil painting, and a study of art criticism and a history of art. The final requirement for graduation in the last term of the course was a "graduating painting" which must be original. "Whether the lead pencil, pen, crayon, or charcoal be used, is largely optional with the pupil." From twenty-five students registered in the art course during the year 1881-1882, the number increased with 69 art students in 1888-1889 and 76 in the course in 1890-1891. Each year beginning with 1885 two to four students graduated in the art course. In the Opinators beginning in the year 1888-1889 a new heading of "Art" or "Art and Music" was occasionally included and gave interesting squibs about the work going on in the Art room. A kiln for firing china was purchased and filled a real need, the "Opinator" reporter remarked, in a department . . . "where so much painting on china was done."

In 1894 when Dr. and Mrs. John H. Race resigned resolutions of appreciation were drawn up by both faculty and students. The Art Department had developed a course to meet the new era at the Seminary when students came not for one or two terms but for two or three years. Under Miss Clara Bannister and her sister, Miss Alice Bannister, this change had been made and the course had

increased interest in this work of the Seminary. During this period programs were printed for the annual exhibition. The "Opinator" reported in the first issue for the year, 1894-1895, "Miss Jessie Ferguson, who takes Mrs. Race's place in the Art Department, is a graduate of the Woman's College of Baltimore, Md. After graduating she spent two years abroad. She entered the Academy Julian where she studied under Messieurs W. W. Bouguerrau, Jules Lefebore, and Tony Robert Fleury." Miss Ferguson was the first teacher to enjoy the advantages of the new art room when Nesbitt Hall was opened for work.

Prof. R. B. Howland

In 1873 Professor Rufus B. Howland first came to Wyoming Seminary as a teacher of mathematics. With the exception of one year, he remained until his retirement during the first World War, a period of forty-three years. But his connection with the Seminary had begun before 1873. He had completed his preparation for college in the last years of Reuben Nelson's principalship. Rufus B. Howland was born in Danby, N. Y., in 1851 on a farm where he spent his boyhood and early youth. He prepared for college at the Ithaca Academy and then at Wyoming Seminary. He entered Cornell University and graduated in the class of 1872, which was the first class at Cornell to take the full course. During the year 1872-1873 he taught in the public schools of New York State. When Prof. Howland came to the Seminary for the fall term of 1873, he taught mathematics. From 1876-1881 he also . . . "had charge of the work in science as well."

It was during his first years here that Rufus B. Howland

became acquainted with Eleanor Dale, a native of Daleville, Pa., and a sister of Thomas H. Dale, who was later a member of the Board of Trustees. During the year 1873-1874 Eleanor Dale was registered in the classical and higher English course. For the following year she continued the course and at the close of the year was listed as a Junior. About the same time Prof. Dean was courting May Goodwin, Rufus Howland began to court Eleanor Dale. In 1878 they were married.

During the winter term of 1886-1887 Prof. Howland published a mathematics textbook entitled, "Elements of the Conic Sections," which treated the subject . . . "from a geometrical standpoint." Not long after this achievement, however he became very ill. The "Opinator" for March, 1887 stated: "On March 1 Prof. Howland was seized with a severe attack of pneumonia. For over a week his recovery was considered very doubtful, and on the 7th his parents were telegraphed for. When they arrived they found him in a very critical condition. Since then he has been slowly recovering, and is now considered nearly out of danger, although he is not yet able to sit up." This improvement was so gradual that there could be no thought of teaching in the spring term. Prof. Hager, a graduate of Boston University was placed in charge of the Department of Mathematics. When the fall term opened in September, 1887, Prof. Howland had not returned. The "Opinator" added, "We miss him sadly—from the class room, from all our social gatherings, but from no place more than at our religious meetings, where his wise counsel and sympathies were ever a source of comfort to us all." On September 26th that fall Prof.

Howland paid a visit to the Seminary but did not expect to return for his teaching schedule in the winter term. During the winter term of the year, 1887-1888, Prof. Howland was in Tenn. recuperating. He was making a mineralogical collection near Chattanooga. Completely restored in health Rufus B. Howland was able to return to his regular school work in September, 1888. His work was not again interrupted by a long illness between that term and his retirement in June, 1917.

A student of the class of 1897, R. B. Gendall wrote, "Professor Howland, teacher in geometry, was quite deaf and at times some students took advantage of that fact. One day he requested the class to suggest an original proposition. One of the students recited some nonsense that sounded like a proposition and Professor asked him to repeat it. He tried again and the Professor did not catch the sense of it. He looked at the class and assigned to each one the task of working out the answer. The next day in class, all were afraid to recite, but the Professor calmly looked at them, and with that classic smile of his said, 'I hope you slept well last night.' And he proceeded with the regular recitation. Prof. Howland was very severe in class work, but he did have a sense of humor."

In 1875 on September 2nd, a twelve-year-old girl entered Wyoming Seminary. She was . . . "the youngest pupil in the school at that time." In her reminiscence she (Mrs. Eliz. Space Pettebone) continues, "Lacking courage, I think I could not have continued school then, except for the patience, kindness, and consideration of Professor Howland which I shall never forget."

Perhaps the reason Rufus B. Howland was such an

excellent teacher is suggested in the following recollections of Mr. T. Lewis Sturdevant, who was a student near the close of the century: "I asked Prof. Howland a question in geometry and remarked that I supposed he became tired of answering the same question year after year. He said that it would become monotonous indeed if the answering of questions was all there was to the job. But said he, 'When I can see a green diffident boy develop into a real personality, and compare the first day he entered my class room with the last day, then I feel that I am fully repaid for answering all the questions that are asked me.'

"I remember his system of maintaining order and I have always considered it unique. At the beginning of about the second week of his new classes, he would pick out some 'smarty' who had tried to be clever and lecture him without mentioning any name, but whose identity was at once recognized by the other members of the class." The dignified manner of Prof. Howland . . . "ended the nonsense and no one in the class tried it again."

Miss Charlotte Blackman

Miss Charlotte Blackman came to Wyoming Seminary for the fall term of 1884 to teach French and German. She continued to teach these two subjects for over forty years with a charm and enthusiasm that never abated. The "Opinator" for September, 1884, noted that the new French and German teacher was an excellent addition to the faculty and made mention of her ability to speak the languages fluently. Miss Blackman was a true Yankee with a fine sense of humor. Born in Norwich, Conn., she

had attended the Norwich Free Academy and then studied in France and Germany. She had not only studied French and German but she was a very proficient and talented pianist. An abundant vitality, a wide field of interest, a sparkling wit made her conversation a talent too. She entered into all the activities of Wyoming Seminary, contributing in any way she could to their success. She was very generous with her musical talents. Hardly a school entertainment or a commencement is recorded in which Miss Blackman did not act as accompanist to a student, teacher, or artist, or played a solo. The Adelphian Society had a Glee Club. One of the singers, Mrs. Gowdy, has written, "The costumes were pretty—the yokes to all the dresses were white; on these were gathered a soft material that reached to the floor. The sopranos wore pink; the altos, blue. A few of the songs were 'Sweet and Low,' 'On a Bank a Wild Rose Grew,' and 'Pussy' . . . Miss Blackman coached us. At Commencement we sang with the boys' Glee Club and one of the songs was 'Where Are You Going My Pretty Maid'. We also gave concerts in neighboring towns."

"Miss Blackman impressed me with the fact that she was well qualified to teach French and German. For three years I studied German with her. Although Miss Blackman was a member of the Presbyterian Church, she occasionally attended the Methodist service. Then the choir loft was in the back of the Church. My mother and I were members of the choir, so we saw those who entered. When seated, Miss Blackman bowed her head in prayer.

"Her hair was perfectly arranged. And how I longed for a fur coat and diamond ring like hers."

When Mrs. Ella van Schoick Gowdy graduated in 1890, she received the first diploma as a graduate of the Music department in violin. Miss Julia Allen, a close friend of Miss Blackman, and in charge of the violin instruction was her teacher. Miss Blackman was her accompanist when she gave her graduation recital.

In the classroom she was a stimulating and a thorough teacher of the modern languages. Another student of this period recalled, "The *unremitting drilling* in French, which was a feature of her teaching, was of great value. I can thank her for my knowledge of French verbs!" Mr. Sturdevant (quoted above) recalled that Miss Blackman not only was a thorough teacher but encouraged the best a student could do. She had a cheerful sense of humor which endeared her to all her classes.

Prof. E. I. Wolfe

Professor E. I. Wolfe came for the fall term of 1888 to teach the elementary English. He remained until his death in 1926. He replaced Professor Putnam, a teacher who was . . . "by nature methodical and punctilious and precise," and who left the Seminary to become the principal of the West Pittston public schools. He later entered the publishing business. Prof. Wolfe also taught American History and Civics for many years. He was teaching in the public schools at the time Dr. Sprague was seeking a teacher in 1888. Prof. E. I. Wolfe was born in Muhlenberg, Pa., and was educated in the public schools and at the Huntington Mills Academy. He held various positions in the public schools of the Valley, including principalships

at Plymouth, Beach Haven, and Nanticoke. He came highly recommended and he more than fulfilled the promise. From the time he came, Prof. Wolfe revealed initiative and ingenuity in expanding his work and advertising the Seminary. In the February issue of the "Opinator" in 1890 there was a note about the "Prospectus for the Normal Course" to be given in the spring term. "This is an important department at this season of the year, as many teachers can attend, the better to prepare themselves for their work . . . Although this course is not an old one, yet a great many have gone out from it well prepared to teach. Of last year's class nearly fifty have commenced teaching . . ." During the winter term of 1890-1891 Prof. Wolfe was chosen state editor for the Pa. Department of the "Popular Educator", a well-known educational paper of the period. For a time he published the "Luzerne Institute", a paper for teachers. Also there was a summer school for teachers which began immediately after commencement that he conducted for many years. Before 1900 he had several teachers assisting him in the summer school work and had expanded the curriculum to meet demands of those preparing for the profession. With these duties he found time to lecture at local institutes and was much in demand.

4. Other Aspects of Seminary Life 1880-1900

No period before had seen such rapid changes not only in the buildings and equipment of Wyoming Seminary but in the community life surrounding the school. It was an age of industrial expansion and material improvement.

In the early 1880's there was still a ferry across the river in place of the North Street Bridge. Nearly every year when the Susquehanna overflowed "the flats" the road was unusable because of the pond holes. The "Opinator" reported in April, 1885, that the river had again flooded "the flats." "As the street cars were unable to run, owing to high water some of the students who go home Fridays were obliged to remain at the Sem. over Sunday." Work began in the spring of 1887 and by January, 1888, the "Opinator" could report, "The new bridge being built between Kingston and Wilkes-Barre for the electric street railway will be ¾ths of a mile long. All but two piers are completed at the present time." The work was finished in the fall term of the same year. In the October "Opinator" it was noted that the bridge connecting the upper end of Kingston and Wilkes-Barre was open; and further . . . "There is a bridge spanning the swale connecting the pond holes, and between this bridge and the one spanning the main river there is a fill which keeps the road out of the reach of high water." The electric street railway across this new bridge was the first to serve the West Side, for the Market Street (formerly Railroad St.) road was still a horse car line. Not until 1891 was an electric car line opened on Market Street which passed the school. In the last decade of the century electric street cars opened a new period of transportation for the day students from West Pittston, Plymouth, Luzerne, Dallas, etc. In the same decade electricity and gas became available in Kingston and the Spring Brook Water Co. purchased the earlier Kingston Water Co., and extended and improved the service. In Jan., 1889, electric street lights were turned on.

The Opinator for Feb., 1894, reported, "Kingston has a system of fire alarm signals." Box 56 was placed on the Market Street porch of Swetland Hall. "This with electric lights, steam heat, and patent fire escapes, which, by the way, the boarders of Union Hall are skilled in using" . . . greatly reduced the fire hazards.

There was no single change Dr. Sprague made in the material equipment of which he was prouder than the electric lights. The plant installed at the Seminary was the first to be used for lighting on any scale in Wyoming Valley. As early as the November meeting of the Trustees, in 1885, the question of a safer and more modern way to light and to heat the Seminary was taken up. A committee was appointed to look into the possibilities of lighting with gas and another committee to get estimates for heating the Seminary. In February following Dr. Sprague reported, "It was the judgment of the committee . . . that the Edison Incandescent light could be introduced into the Seminary at less expense and would be more desirable than gas." The whole cost of a steam heating system with an electric plant could be installed for $10,000. In April Dr. Sprague was able to read several letters from parties using Edison light, all of which spoke in terms of approval. It was voted that the Board accept the proposition from the Edison Co. to put in a 300 light machine complete, with the exception of building and boilers, stretch the wires, and furnish the materials and the fixtures for $4000. In the summer of 1886 these changes were made.

This ended the hazards of oil and kerosene lamps, the oil for which had been kept in a brick-lined vault under the front campus at the corner of the lot in front of

Swetland. Where the furnace was used in the dormitory, the boys on the second floor would stuff cardboard in the pipe and cut off the heat from the rooms above. By dropping a stone down, the card board could be removed violently.

"The boilers, two in number, will be placed in . . . the northend of the basement at sometime during the summer. . . . Not only all the rooms will be heated, but the present intention is to run the pipes through the halls, and thus render every part of the Seminary comfortably warm." With the furnaces, ". . . during high winds, blasts of cold air often mingle with or interrupt the currents of warm air through the registers. . . An open window above will not deprive the room below of warmth, and the old cry of 'give me some heat' or 'shut your register' will be no longer heard. . . The abolishment of stoves, and especially of the spider-like furnace in recitation room No. 13, needs no comment, either on the score of safety or appearances." For the Edison lights . . . "ground will probably be broken on the northeastern side of the campus for a small boiler and engine house. . . From the roof of the building wires will be carried to the top floor of the Seminary, where they will run to every part of the building. In every room will be placed a handsome electrolier, or bracket, from which will be suspended a small and gracefully shaped globe. . . . No more odoriferous kerosene! No more consumed carbon filling the room and sometimes driving out the occupant when the lamp has been turned too high! No more matches necessary! No more burning of light after ten o'clock, for one little turn of a lever will in a twinkling reduce the

Seminary from the light of noon-day to the darkness of Erebus."

A student who came in 1894 wrote in regard to the boarding conditions, "The students' quarters were without surplus furniture or equipment, and the students brought furniture to give their rooms a more homelike appearance. Of course the students did their own chores, and kept their rooms clean and sanitary. Electric lighting and steam heating had been installed, so that the rooms were well lighted and comfortable. The food was well prepared, and while not too plentiful, was served in sufficient quantities to suit the majority. The 'pie shop' and boxes of food from home seemed to fill the gap. The 'gap-fillers' for the girls were chocolates and for the boys raisin pie."

In the 1880's the only place the boys could get water was at . . . "the old pump by the corner." The "Opinator" (Feb. 1884) complained, "Several times of late, owing to some defect, water can be obtained only with much trouble and inconvenience." Although this situation was improved later the water facilities for drinking and for bathing were the last to catch up with other modern conveniences. In the winter term of 1885 a serious epidemic broke out in Plymouth, due to contaminated water. The number of cases was so alarming considerable publicity was given to the epidemic. Since it was feared the scare might influence patrons of the Seminary to remove their boys and girls, a broadside was published by the school in April, 1885. It stated in part, "There now appears to be absolutely no danger to our students from this epidemic. This disease is an aggravated form of malarial fever, and is not contagious. . . ." Then a note written by Dr. Frederick Corss

stated the opinion that the "Plymouth epidemic" was due wholly to local causes and that Kingston was as safe as any place "beyond the limits of the state."

There was another slight epidemic scare in March 1892. The "Opinator" for that month had this item: "On the morning of March the 3rd, Dr. Rogers announced that Mr. Jeffers, a student of Wyoming Seminary, had a slight attack of scarlet fever. The faculty held a meeting shortly after, and decided to dismiss school for two weeks. Mr. Jeffers soon recovered and was taken home. The Seminary has been thoroughly fumigated and great precaution has been taken to avoid the spread of the disease."

During this period there was a further development of the curriculum and an increase in the enrollment of students in other departments such as the Art, the Music, and Public Speaking Departments. In the 1880's there was still the custom of going to school one or two terms a year instead of the full year. "We understand that quite a number of the students do not intend to come back for the spring term. Those who are taking a course of study should not miss a term . . ." was the comment in the "Opinator" for March, 1885. A decade later the editor was boasting that Wyoming Seminary was really a college, for many students came for four full years. With the development of regular courses and classes, students tended to continue this work with the class so that they would graduate at the same time as their classmates did.

By the close of the century there were eleven courses of study provided, for each of which a diploma was awarded. There were four College-Preparatory Courses; viz., Classical, Latin-Scientific, Scientific, and Technical.

These were all four year courses and the student was advised to plan accordingly. "The requirements for admission to college are now of such a character as to demand at least a four-years' course of preparation. . . . The standard for which a certificate is given is 75 instead of 70, the standard of graduation in the other courses." The Literary-Scientific, Literary-Classical, and Mathematical-Scientific completed the Academic courses. In addition to the Business Courses, Music and Art courses, one in Oratory had been added. In the school year 1894-1895 the elocution work was placed in a separate department called the Voice Culture Department.

Miss Charlotte Blackman had been engaged in 1884 to teach just the modern languages. "Stimulated by the action of Yale and Harvard on the question of modern languages, a teacher of French and German was added . . . this year, to keep pace with the growing demands of the age in this regard." (Opinator for Feb., 1885). No branch of academic work made greater strides forward than the science department especially after Nesbitt Hall was opened and Prof. C. O. Thurston had given the work the stimulus of his teaching ability. He came as a science teacher in 1889, taking the place of Prof. Allen who had done as much as he could with the very limited equipment he had. A small chemical laboratory had been prepared in 1883. In 1885 the Physical Laboratory had acquired a Teopler-Holtz electric machine. The Opinator for February, 1885, reported, "This machine is self-charging and will work well under every condition of temperature and atmosphere. By it an electric spark of fire of six inches in length may be produced. The very constant quantity of electricity is

much more certain than with the old plate frictional machine, which only the best of conditions would tempt to do good service." In January, 1891, there was a news item in regard to the purchase of a new stereopticon for the use of the laboratory. "It is the best that could be bought, with dissolving view, vertical, horizontal, and microscopic attachments. . . . This instrument will be of great use in illustrating lectures upon history and art, while its microscopic attachment will open a new world to students of botany, physiology, and zoology." After Nesbitt Hall was erected, it was possible to experiment in other fields. As an example in March, 1895, the "Opinator" included this item: "The experimental telephone line is in working order between the chemical and physical laboratories. A Swetland student says a kiss is the only thing the line will not carry and she is glad of it."

Prof. Thurston in a short article written for the March-April issue of the "Opinator" in 1899 described some of the changes that had occurred: "The Department of Science as such at 'Old Wyoming' is a new department. Of course science has been taught here from the founding of the school, but long after the classical and other kindred departments had crystallized out of the chaos . . . scientific subjects were handed around to those who had the least to do. We find that as late as '82 one teacher taught all the higher mathematics and all the science, and that even in '89 a single teacher was thought competent to cover the whole scientific field and still have time to devote to other subjects." In the ten years he had been in charge of the science only one subject had been added, Zoology. "About thirty take this subject each year. The greatest

changes have been in the number of students, in the equipment, and in the method of presentation.

"The number of students in scientific subjects doubled in ten years. Instead of two small rooms we now have four, each larger than both of those in use ten years ago. Then we had no spectroscope, no x-ray machine, no photometer, no telephones, color meter, voltmeters, ampere meters, no dynamo, no herbarium, no cameras, in fact 9/10ths of the apparatus that is in daily and hourly use today was not used in our laboratory in any form ten years ago." All this change had been made necessary by the introduction of the laboratory method. "This change in method, which was just beginning when I came here ten years ago, is, I think, the greatest advance of the decade at 'Old Wyoming.' It cost us much to change . . . It costs $500 a year to keep the laboratories in the front rank. Our museum is new and needs many things." But the changes had been greater than in all the years of science teaching since those early lectures of Dr. Nelson, demonstrated with the "very superior apparatus." The pace in the field of science was rapid but the Seminary was in step and as far in the lead as Dr. Sprague could bring it with the resources at his command.

As the colleges increased their requirements and raised their standards, Wyoming Seminary improved the quality of teaching and the student found preparatory school a more exacting job than his father or grandfather found it. The editor of the "Opinator" makes this comment in the closing month of the school year of 1885: "The manner in which students have conducted themselves during study hours for the past year is worthy of commendation. There

has been very little disturbance in the halls at night, and the general sentiment has been in favor of good order. Whenever anyone was thoughtless enough to try to do something to cause a disturbance, the majority of the students refused to countenance any such proceeding." A scholar who entered in 1892 wrote, "The male students of those days were older, more serious minded men and boys than at present—men who went about the business of securing an education in a grim, determined manner."

In the winter term of 1886 the Library was opened each evening long enough for students to take out books. "This room was opened Saturdays for about half an hour in the morning, and the student secured his book for the week. Again and again during the week's work he found out that the book he had was the last one he wanted . . . We have a splendid library. Recently many excellent books have been added to it. The entire library has been fully catalogued . . ." The increased need of an adequate library service was evident as the 1890's came on. In 1891 the "Opinator" observed that the books in the library were to be recatalogued in a scientific manner and regular librarians appointed so that the library could be open longer each day.

Students of this period all recall the excellent teaching. A news editor writes: "Then there was the Friday afternoon rhetorical class of Fred M. Davenport, another enthusiastic teacher, who had the gift of passing on to others his own love of good literature. So thorough was his drilling of literary gems into the minds and hearts of his class that selections like the Gettysburg address, the closing lines of 'Thanatopsis,' and choice selections from Shake-

speare have clung to the memory through the lapse of many years." Another student of the class of 1892 said of Prof. F. M. Davenport, "He was a born teacher and had an intuitive understanding of the psychology of adolescence. His presence was an inspiration. If ever there was an instructor who could put life into a dead language, he was the one."

In an "Opinator" article Prof. Charles O. Thurston suggested some rules for effective study which would be as useful today as then:

"*Work hard*—keep your mind up to its full capacity. Who would think of training for a race by walking slowly around the track . . . Don't let your mind walk; keep it up to its full speed until it is tired, then let it rest.

Be accurate: Accuracy is the great need of the age. You will not employ a doctor . . . who *almost* understands your needs.

Work in the right direction: Hard work will do you little good if roughly applied. The man who began the chimney at the top no doubt worked hard.

Digest: An undigested dinner gives you trouble . . . close the book, think it over, talk it over."

The twenty years from 1880 to 1900 was a period of much greater and more varied activities; it was a period of organizing new clubs and scholastic groups; it was the period of initiating customs and activities. Athletics became a major activity and the Athletic Association was organized. Clubs were organized in connection with the class room studies such as the "Dickens Club" and the "Wyoming Academy of Science." There was a boundless

energy thrown into making school life more varied, interesting, and complex.

This is the period which saw the beginning of the Christian Associations. In the September "Opinator" for 1888 a news item stated, "A committee of three was appointed by the students to wait on Mr. Bard, Secretary of the Y. M. C. A. at Wilkes-Barre, and negotiate concerning the establishment of a branch association here. They report favorably so far . . ." By October the Y. M. C. A. at Wyoming Seminary was . . . "in a very flourishing condition." The first meeting had been held on September 30, 1888. The subject for that meeting was "Loyalty to Christ." The regular meetings were held on each Sunday morning from 8:45 to 9:30. A program was drawn up for the fall term; each meeting was conducted by a student and he chose a subject on which he gave a talk and around which the meeting was centered. It was in February, 1889, "The YMCA is doing excellent work, and is holding some very interesting and profitable meetings this term. It has worked in connection with the other revivals, holding extra meetings each week. The boys have even gone so far as to organize an orchestra for leading the singing, which adds much to the life of the meeting."

In this same month of February, 1889, the YWCA was organized at Wyoming Seminary. On February 19th Miss Fisher, twenty-three of the boarding girls, and an organizer from Scranton held a meeting which established the Association as a permanent organization in the school. Because there was "an ignorance of the objects and methods of the work very little was done last year; but it required only knowledge to create enthusiasm . . ." From

this time on both groups became very active. Often the "Opinator" had a column headed "News of the Y's." In March, 1890, the paper announced that in the spring term the Seminary YMCA had arranged ". . . for a course of free lectures on 'Christian Evidences' to be given by Prof. Wm. North Rice of Wesleyan University, and Prof. Wheeler of Cornell . . ." The ministers of the Valley were to be invited to attend.

In September, 1890, on Friday the 5th, the first reception to the new students under the auspices of the Y. M. C. A. and Y. W. C. A. was held. This has been an annual event ever since. The object of the committees of the two Y's was to receive the new students, "see that they were introduced, and endeavor to make them feel comfortable and at home, a feature that in the past, has been very much neglected . . ." There were musical numbers and short talks by Dr. Sprague and Miss Fisher.

In June, 1891, at the close of the school year, the combined Christian Associations issued their first "Y" "Students' Handbook" which consisted ". . . of thirty-two pages of information, interesting reading matter, notices, etc., that will be of especial value to every new student."

Another "first" of the 1890's was the establishment of the prize oratorical contest on Washington's Birthday. In the early part of the winter term of 1892, Dr. Sprague announced in Chapel that Mr. George F. Nesbitt had offered a prize of $25 to be given annually in two prizes for the best orations delivered on Washington's Birthday. The contest took place in Nelson Memorial Hall on Feb. 22, 1892. "In the contest for the George F. Nesbitt prizes were four competitors, representing the four literary so-

cieties of the school. The occasion was one of great interest, and the contestants were fully given to their work. The first prize of $15 was awarded to Miss Ruth Peck, the representative of the Adelphian Society. The second prize of $10 was given to Mr. Glenn C. Page, the representative of the Amphictyon Society." Miss Peck spoke on "Joan of Arc" and Mr. Page on "The Party Boss." It is a matter of interest that all four were contestants instead of the present contests in which there is a $25 prize for the better of the two boys' orations and a $25 prize for the better of the two girls' orations.

It was in this same period that the school colors were chosen. These have played a large part in school life; they identify the Seminary on the banners, for the jewelry, decoration, the flag, etc. In Feb., 1887, the Opinator reported, "There has been some talk of adopting colors for the Seminary. This would be an excellent thing, and something of which our nine and our football team have felt the need." A month later a committee on school colors had met and, "after some discussion, selected navy blue and white as the colors for the Seminary." The school then adopted these colors which have been a symbol of "Old Wyoming" ever since.

Since the beginning of Dr. Copeland's administration, there had been in the front section of the catalogues what has come to be the school motto. The phrase reads, "The true, the beautiful, and the good." In November, 1894, there was a move to choose a Seminary motto. "Many schools and colleges throughout the country have each their individual motto. . . . That the Seminary should have some motto—some standard to look up to—is a self-

evident fact. A stranger asking the tone of the institution, —what its aims are and what ideal its students are taught to look up to,—is not easily answered. We can say that it is a most excellent preparatory school in which thoroughness and self-reliance take a principal part. . . . Would it not be a good idea for the student to choose some watchword worthy of the aspiration of every young man and young woman in the country, and, keeping it steadfastly in view, to try to attain such a high standard?" None was chosen evidently, for no further mention is made of the motto. However, the school already had a motto that would fulfill every requirement suggested above. The above phrase has been made a real school motto during the Centennial year.

With the increased organizational life and diversified activities, there was not only a greater seriousness in regard to studies, but there was a gayety and enjoyment of school life which made the "gay nineties" a reality. All was not books and routine seven days a week by any means. Those who looked back across the years remembered many escapades, parties, and excursions.

Another "first" of the 1880's was the beginning of the custom still observed in Swetland of a Sunday afternoon walk. The "Opinator" had this note in May, 1887, "A time honored Seminary law has been repealed. It has always been the rule that ladies must not walk on Sunday. But, on a petition being handed to the faculty, they have been granted the privilege of indulging in pedestrian exercise between the hours of 4 and 5 P. M."

The many pleasant incidents of dormitory life and the occasional impulsive outburst are recalled in these words

by one student of the mid-nineties: "Dormitory life was interesting, in that it was community life on a small scale. Probably a little more restricted by reason of rules and regulations, but where every student had equal chances and equal rights the demerit system helped to maintain order. One student was penalized nineteen demerits on return to the Seminary, on the first day of the fall term. By the end of the term he had erased these demerits by his good behavior. He is one of our most distinguished citizens. There were the usual indoor affairs, after 'lights out.' The hall rushes and other antics kept the students in good humor but made many a headache for the Faculty. Such movements as the hunger strike and strawberry rebellion did much to improve the morale of the students and created a better feeling between the student body and the faculty. Shirttail parades and the tar and feather episode gave the Seminary much notoriety and advertising."

There was an episode concerning several trees which cast shade on the "ladies' campus" and were an obstruction to baseball players on the back campus (in 1887). Some of the players called on Dr. Sprague and suggested that the trees be cut down. But Dr. Sprague refused, believing the beauty of the campus came first. "A few mornings after, the students awoke to find the trees lying on the ground. There was, naturally, some excitement when this was discovered, and before it entirely subsided, four young men had followed the faculty's advice and left school on May 26." They had the choice of paying $10, or withdrawing, and they went.

There were some other pranks that spring of 1887: "On

May 17, a harness and saddle were stolen from the Seminary barn. They were found later in the day hidden under a pile of rubbish in a corner of the new Catholic church. Early in the morning of May 25, two jolly and enterprising students tore up the carpet from the Chapel and hid it. The absence of the carpet was not discovered until nearly 9 o'clock, and so, devotional exercises were held that morning on a rather dusty floor. At noon the same day Dr. Sprague announced that, as these young man had seen fit to tear the carpet up they might put it down again. The young men, rather surprised at being found out, complied with the request, and during most of the afternoon the ringing of hammers might have been heard in Chapel."

But then there were other times when behavior was exemplary. An "Opinator" in 1888 carried this, "What is going to happen? Business in the demerit line is not very brisk. If something does not turn up pretty soon the Seminary will have to board us all during the whole term, and that is no small undertaking, for we have a few enormous eaters here."

"Strawberry Thursday"

The "gay nineties" opened with an episode that could only happen in a boarding school near the close of the year when every one, students and faculty, are a little ragged from long routine and close association. It made a great local stir and even reached the columns of the New York papers. No boarder of the time could forget the "strawberry racket" even though all else had long since become vague. One newspaper explained the publicity in this man-

ner, "The circumstances of the little rebellion among the students appear so silly in print that it is hardly worth the space, indeed would not be were not one of the largest academic institutions in the country affected. It seems that about once a week the boarders at Wyoming Seminary are served with strawberries for supper. Of course there are usually a few berries left and it has been the custom of the matron to use them up by baking a shortcake or two and serving it to the teachers as far as it would go." On this particular Tuesday in May, 1890 the matron found she had about four quarts of strawberries (eighty quarts were necessary to feed students and faculty) ". . . left over from the dessert of the dinner of the day before, and, thinking to be economical she made a shortcake and administered a chunk to each member of the faculty, there not being enough to go around among the students. Of course the latter noticed the omission and not exactly understanding the circumstances raised a rumpus in the peculiar and forcible way students occasionally have." At a meeting of a large number of the boarding boys after dinner, they chose a committee which conferred with "baker Case on Main Street in Kingston" and found out the price he would charge for making twelve shortcakes. The boys "chipped in," bought enough strawberries which they took to the baker, and arranged to have the shortcakes delivered . . . "just before 6 o'clock, dinner time, on Wednesday. Accordingly, promptly on time Wednesday, caterer Case's wagon drove into the yard of the school and unloaded twelve bulky and steaming packages which were received by a waiting committee and placed in a room convenient to the dining room. At the sound of the

dinner bell twelve boys shouldered twelve big packages and marched with the other pupils to the dining room, where each of the twelve tables . . . received one shortcake. When dessert time came one student at each table cut the shortcake in a sufficient number of pieces for the students but omitted a piece for the faculty member at the table. Although the affair was planned by the students as a joke, the faculty members were angry and considered the incident 'an intended insult' and measures were taken at once to punish the instigators. . . . When all the students had assembled at breakfast the next morning, President Sprague . . . said that the faculty had consulted concerning the events of the previous evening and had decided that an insult was intended." The two boys who were thought to be the ring leaders were asked to meet Dr. Sprague in his office after breakfast. "The boys met their Principal and were given the alternative of signing an apology or leaving the school at once. Not liking the language of the apology they—refused to sign and were told to pack up and go home."

Chapel met shortly after the above interview and the two boys attended with the rest of the students. Dr. Sprague reminded them they were no longer students and asked them to leave. "The two boys rose from their seats to obey, and about ninety of their fellow students also rose and went out with them. The services were conducted with only the young ladies for an audience." The boys went around to the stores of Kingston, collected boxes and paraded back to pack their things and leave too. This activity continued during the morning classes which were attended by the boarding girls and all the day students.

As can be well imagined . . . "all Kingston was excited, some siding with the students and others with the faculty." At noon the boys ate in the dining room of caterer Case. After the noon meal, a more sober second thought led the boys to hold a meeting, draft a series of resolutions explaining their conduct and stating their grievances, and to present them to Dr. Sprague and the faculty. With the resolutions in hand a committee of the boys was ". . . kindly received by President Sprague and Professor Howland and a conference held behind closed doors. There was some earnest conversation between the committee and members of the faculty present until suddenly Dr. Sprague was seen (through the window) to lean back in his chair and laugh heartily . . . The backbone of the strike was broken and . . . the news spread that everything had been satisfactorily and pleasantly arranged. In a short time when President Sprague appeared he was greeted with a series of cheers ending with 'Rah-Rah-Wy-O, Rah-Rah-Wy-O, Rah-Rah-Wy-O-Ming.' . . . President Sprague then made a pleasant address to the enthusiastic students, in which he congratulated them on their good sense and loyalty to each other and promised them unlimited shortcake in the near future. The most exciting day in the history of Wyoming Seminary ended in a May Day social in the parlors in Swetland Hall, at which . . . faculty and students alike met on the common ground of . . . good feeling." The resolutions were signed by both the student committee and Dr. Sprague. Of course the two boys were not sent home. A man who as a student was in the rebellion wrote that this amicable settlement endeared Dr. Sprague to the boys as nothing else could have done espe-

cially when in Chapel the next morning Dr. Sprague with a smile said, "Pretty soon we will have some strawberry shortcake."

There was a round of receptions, parties, excursions, club forming groups which gave constant variety to the routine of school life. In 1884 when the Democratic Party elected Cleveland and the Republican Party's candidate, Blaine, was defeated, a club was formed to take an active part in the Republican Campaign. On September 3, 1884, as soon as the fall term opened . . . "a Blaine and Logan Club was organized among the students on Wednesday evening. . . The club has a committee to select suits, and before long expects to be able to make a fine display on parade. Prof. Allen is now giving the club a military drill." They evidently carried out their program for the November "Opinator" reported, "The Seminary Blaine and Logan Club attended the parade in Wilkes-Barre, November 3, the evening before election. It was the largest parade that has been seen in this section during the campaign, and the line of march and also the fireworks were carried on in such a manner that a very beautiful spectacle was presented." In 1888 when Cleveland ran against Benjamin Harrison and lost, the Seminary students took part: "Seventy of the students participated in the Republican parade in Wilkes-Barre. Prof. Allen drilled them on the campus about an hour and a half just after four o'clock, getting them under pretty good discipline. The boys showed up well for the Seminary and were considered the second best drilled company in the parade."

Hallowe'en was not entirely devoted to pranks but often

a party provided a change in the customary socials. On Friday evening, October 26, 1894, the Adelphian Society gave a Hallowe'en Carnival. "At half past eight o'clock the reception committee composed of the Gipsy Queen, the old fashioned girls, the clergyman and Simple Simon stood in the reception room ready to receive. The Welsh woman, and her colored friend stood near the doorway to welcome the guests. Near them stood the Mexican girl, attired in a most bewitching costume of scarlet and white satin, and the young Prince Charming. Soon the Queen of the Fairies and the Queen of Hearts arrived, followed by Henry VIII. . . . The Spanish Princess entered and for a time was the observed of all observers. Bo Peep was there with her crook and big hat; she was made to forget her duties as a shepherdess by the English gentleman. . . At 9 o'clock there was a grand march in the old museum led by Miss Taylor and Prof. Gillott. This was very amusing and interesting. . . After this all retired to the dining room where light refreshments were served. Then again the company gathered in the parlors. Private theatricals were performed by the college girl in cap and gown and the clowns. At about half past ten the guests began taking their departure. . . ."

Along with the increased tendency to organize clubs, there developed with the four year courses and full year attendance, class organization and rivalry especially in the Junior and Senior years. At times this rivalry was overdone but usually it was kept in bounds and provided another student loyalty. This rivalry became especially unbridled as graduation drew near and the Seniors were celebrating their last occasions together as a class. The

"Opinator" for June 1890 reported some Junior class pranks on the day of the Senior excursion which became too boisterous and destructive. On Friday, May 30th, the Seniors had planned an excursion to Harvey's Lake and a dinner and entertainment at the Lake Grove House. Two Juniors rose early and set out for the Lake nailing posters advertising the Senior affair "on boards and rails." At the Lake they painted the place "until the hue thereof was like the hue of the setting sun." The landlord of the Inn (forwarned by a Senior on the telephone) limited the activities of the two Juniors who finally hired a small boy to give the arriving Seniors their programs. In the meantime, while some Juniors tolled the school bell, the Seniors got into "two spacious four-horse conveyances and set out for Harvey's Lake." A few came by train before the afternoon boat rides, corner chats, and music had started. "After tea the weather cleared and the lake become smooth and delightful for rowing. . . Late in the evening the company gathered for a farewell song, after which they seated themselves in the conveyances . . . and started off singing 'Good Night, Ladies.' It was a beautiful moonlight night, and the companies enjoyed themselves. . . ."

In the meantime back in the dormitories the Juniors had been "stacking" rooms and placing "effigies among the ruins", aided by the fact that "there was not a professor in the institution during the evening." Then the Juniors blockaded the doors, "which was accomplished by bracing sticks on the inside and nailing them down solid. . . Not satisfied with good enough, the Juniors must treat the doors of the professors, who accompanied the Seniors, in the same way. . . The next enterprise was to wire the gates,

which was done so securely that when the president of the institution returned home he was obliged to climb up some other way. All these things seemed to work together for the good of the Seniors, for the Doctor began to suspect that the professors' rooms might be tampered with, and consequently began making investigation so that by the time the Seniors arrived he had succeeded in opening Prof. and Mrs. Thurstons' door and had cut the wire from the gates, thus enabling the Seniors to walk in without hindrance. . . The Doctor kindly opened, with his master key, the doors of Juniors—, thus giving the Seniors a place to sleep without any trouble; and telling them to break into their rooms as they could in the morning and charge the damage to the Junior class, which the Seniors took keen delight in doing, while the Juniors stood back looking at the wreckage and counting their loose change."

Senior orations were, of course, one of the perennial joys in the 1890's as today. A student of the 1890's has related these incidents in regard to the Senior orations. "The Junior class hung their banner on the spire of Nelson Memorial Hall one night . . ." and on the following morning one of the leading Seniors was to give his oration. "As he faced the Junior class, he began his oration by saying, 'Standing on the verge of the 19th century with an old dish rag floating over us . . .' He got no further, for the scrap began and did not stop until a painter took the banner down and handed it to Dr. Sprague."

One of the officers of the class of 1897 who sent the above anecdote also added this one on himself: "When I got up before that audience of students, my oration disappeared and my mind became blank. However, I had to

do something, so I recited 'Casey at the Bat.' It went over great with the students, but I never knew about the faculty until I graduated. When I was leaving the Seminary and bidding good-bye to Dr. Sprague, he said, 'Dick, you know you had better luck than Casey at the bat—he struck out'."

Near the close of the century there was in Swetland . . . "an organization composed of eight girls and known as the 'Mystic Circle.' Very little was known of their activities, or the purpose of the organization." They represented signs of the Zodiac and were a social group. There is a picture of the Circle in the first annual of 1897. "The Circle invited eight of the boys to a picnic at the Mountain Park resort. They paid the fares, feasted and entertained royally. On the return to the Seminary the boys stopped at one of the icecream parlors in Wilkes-Barre, and ordered the most expensive dishes of food and icecream. One of the boys called for the bill and the answer was, 'Paid for.' "

There was one more "first" which gave distinction to the latter part of "gay nineties" and led at the opening of the 20th century to another part of Seminary life being fitted into place in the mosaic that is Seminary life today. The first Wyoming Seminary Annual was published in 1897 by the "Students of Wyoming Seminary." Compared to the present annual, it is small in size but the contents give the flavor of reality to the times and interests of the students. The "greeting" states the purpose: "It has been said that the earth has its bubbles as well as the sea, and we send the 'Wyoming' out as one of these to greet

you. It is a pioneer bubble, and somewhat venturous. . . This bubble will represent in a brief way the fun and wisdom that characterize life at Wyoming Seminary. . . ."

The book was dedicated to Dr. Sprague "who for fifteen years has guided wisely and well the interests of Wyoming Seminary. . . ." Dr. Sprague wrote an article on the school which had first place in this first annual. Small photographs of all the faculty members were given on one page and the same scheme was followed for the Trustees. Nesbitt Hall was was relatively new was featured with a picture of the donor, Abram Nesbitt, and pictures of the interior. The artist for the book, Fred J. Sampson, had cartoons and drawings included to give character and life to the "fun" as well as to some of the "wisdom." Each of the Literary societies had a picture and these were followed by the photograph of the "Mystic Circle" which had five officers and three members. Two classes, the Senior and Junior, were photographed with write-ups for the classes as a whole and for each member. The other under classmen and the commercials were omitted. A page write-up was given to Professor Dean which was biographical. The athletic teams photographed were the varsity football, varsity baseball, the track team, the "Ladies' Tennis Club," the "Male Tennis Club," with some write-ups for the first three including important games. This, however, was the limit of the athletic activities.

An interesting feature of the book to the present day reader is the inclusion of articles by faculty members. Miss Blackman wrote a "Plea for the Modern Languages" and Mrs. Beebe described the English Lake District. One of the members of the Senior class had an article on an

excursion to "Tillbury Knob" which was a picnic spot above Nanticoke. This description of an outing would seem to the student of today wholly out of space and time. In the first place the outing spot is unheard of today. The party of fourteen took the car to Nanticoke and climbed the mountain on foot. The trip home was made in "the grand old ocean steamer, 'Wilkes-Barre,' " a small river excursion boat plying between Wilkes-Barre and Nanticoke.

There were nearly two pages devoted to the Y. M. C. A. but no mention of the Y. W. C. A. The remainder of the book had poems, humor, skits, and of course advertisements. Each faculty member was characterized by a quotation. It was headed "The Profs:"

"Faculty—'Altogether too good for such a wicked world.'

Dr. Sprague—'He mingles mercy with justice.'

Prof. Howland—'For he by geometric scale
Could take the size of pots of ale.'

Mrs. Beebe, Preceptress—'A clear brain and a sympathetic heart.'

Miss Blackman—'She moves a goddess and looks a queen'."

And so on through the faculty.

The influence of the classics (as taught by Prof. Gillott!) is appreciated in this touching bit of poetry, (best effects secured by reading aloud):

"Horribilis Accidentus Factum:
Pueri duo
In a canoeo;

One puer scarum
Grabs at the airum
Dampum est aequor
Puer i dampior;
Up bankum crawli
Two wiser pueri."

Thus the 19th century at Wyoming Seminary drew to a close. Although there had been many changes not only in the buildings and the material equipment but also in the curriculum and the activities of the school so that the student of the 1850's would have felt almost a stranger in a new school; yet, there was far beneath the surface the strength, faith, and vision which had characterized the period of Dr. Nelson. The last twenty years had been a kind of golden age in which old departments grew and were modernized, and new departments were developed. The Music Department enjoyed a popularity worthy of the distinguished faculty that had gathered under Prof. Stadler. Athletics first began to assume the important place they have since achieved and held. The "Opinator" had been founded as a literary monthly paper in 1883 and by 1901 was a weekly school paper. It had mirrored the serious and humorous in school routine and had given many character sketches of faculty members and student leaders. In its pages the reader can live again in the school atmosphere, seeing the world through the eyes of the "Opinator's" editors and staff. And then there had come as the complement to the "Opinator" the first "Wyoming." Although there was no annual published again until 1902, the pattern had been cut and from 1902 on

the annual became an indispensable part of each year's contribution to the continuity of Seminary experiences.

He who presided over the many-sided aspects of the school's life was at the peak of his powers. In the manner of Reuben Nelson, Dr. Sprague managed every phase of the school's activities. He taught classes such as his class in "Logic," he gave lectures to the boys, attended banquets, musicals, declamations, chaperoned picnics and excursions, attended all the Seminary games, preached very frequently in the Conference churches, lectured to institutes, attended Conference, was elected a delegate to the General Conference of the Methodist Episcopal Church in 1892 and 1896; in his "spare time" he planned countless improvements and devised ways to raise money and interest patrons. He had even found time to collaborate with Prof. E. I. Wolfe in the preparation and publication of "The Practical Grammar" which was used in the Seminary classes. Personal honors had come to him from colleges that took recognition of the great work he was doing. In 1879 Allegheny College conferred the degree of M. A. upon him; in 1886 Wesleyan University, that of Doctor of Divinity; and in the same year Rutherford College in North Carolina gave him recognition with a degree of Doctor of Laws.

And what did the students of the period think of Dr. Sprague? This is an answer from the notes of Mr. R. B. Gendall which seems a just and honest appraisal: "Like many others, I worked my way through . . . In that way, I met Dr. Sprague for whom I had the greatest respect. The general impression of the students was mixed, but

they appreciated his worth, and I believe tried to measure up to the standard he set for them. He was not spectacular but he worked quietly for the Seminary and the advancement of the student body. Dr. Sprague was taken for what he was, a Christian gentleman."

CHAPTER XIX

The Day's Work 1897-1936

1. "They Were Lean Years" 1897-1919

IN A series of three lectures given in 1894 in Nelson Memorial Hall for the benefit of the Athletic Association Dr. Sprague had stated his own creed. He called his lectures "A Day's Work."

"Whoever delivers a lecture that does not profitably instruct or amuse is a great sinner. If he has an audience of only one hundred persons, there will be lost irretrievably one hundred hours to all eternity. I wholly distrust my ability to amuse, and therefore shall try to instruct, but shall not boast of my ability at this stage to even do that. It is anything but quieting to have promised two months beforehand to deliver a lecture at a certain date, and because of multitudinous and pressing duties, to come up within nine working days of the lecture without a scrap, or hardly an idea to lecture from, and with the same duties pressing as ever before. To place oneself in such a position is about equivalent to putting himself under a hydraulic press. It is the most pinching place that I know of. But it is an ill wind that blows no one any good, and perhaps the pinching feature of this position is what gave me the subject for a lecture, namely: A Day's Work.

You say at once, that is a very commonplace subject for a lecture, one that we already know too much about for our happiness and comfort. I answer that it is the worthiest subject to be talked about between the canopy above and the earth beneath, and that it is the source of all our joys and comforts. . . . The Day's Work is of divine origin. The pattern was set by the Eternal Himself."

The concluding paragraph of the first part of this lecture not only expressed the spirit of the man who spoke but was the achievement of his living as the years passed:

"The divine in man is never so fully shown as when he does his level best. Man in action is the divine man, and actual success is not essential to the divinity of his action. There is a more regal crown, and a richer reward, a nobler quality inherent in action than can be measured by success. ' 'Tis not in mortals to command success. We'll do more, Sempronius, we'll deserve it,' beautifully says Addison."

The years immediately ahead were to be years of testing for the President of Wyoming Seminary. In his first sixteen years three new buildings had been erected which was a real achievement, but no large sum had been added to the original Nelson Memorial Fund. In 1935 Dr. Sprague stated clearly what the problem was which harassed the administration following 1898. "After the Caroline Pettebone gymnasium was given to us, we had the Nelson Memorial Hall, the Nesbitt Hall, and this gymnasium given to us with no added endowment, and they were lean years from 1897 (when the gymnasium came to us) clear through to 1919. We had a deficit practically every year."

After the semi-centennial efforts in 1894 . . . "there

was left an indebtedness of $18,000 unprovided for..." the Trustees reported. The upkeep on the buildings, added to the steady increase in the cost of living beginning with 1898, the year of the Spanish-American War, increased expenses. Before 1900 Dr. Sprague and his Trustees were casting about for a way to raise an endowment. These deficits beginning especially with the year 1899 were due to the prosperous condition of the school, not to any lack of students. The deficits came because there were new buildings and increasing numbers enrolling year by year. There were in 1882 when Dr. Sprague became principal ten teachers to carry the work. In 1899 there were twenty teachers . . . "overworked in order to accomplish that which has been placed upon the academic schools by the colleges and universities." Instead of increasing rates the Conference Report of 1899 suggested an endowment fund. "Let us then on the wings of this 20th century impulse, help to raise for the Wyoming Seminary a magnificent endowment." A 20th century movement committee made a report to the Wyoming Conference and the education committee suggested, "We approve of the proposition to raise as a part of the 20th century movement at least $100,000 additional endowment and a scholarship fund of $50,000, the interest of which shall be given to aid young people of high character and scholarship in paying their school expenses at the Seminary." The 20th century movement committee (of which Dr. Sprague was the chairman) suggested that $400,000 be raised in the Wyoming Conference, one half of which would be devoted to educational institutions.

When the Trustees prepared their report to the Con-

ference in April, 1900, they made a further plea for funds: "We must remove the present indebtedness of $25,000. This is a dead weight upon us. We must have our share of the 20th century thank offerings. We hope that your pulpits will ever be open to our representatives, and that you will become in your various fields our most ardent supporters." When the Board of Education and the 20th century commission held their anniversary meeting together during the Conference, Dr. Sprague spoke on the subject of "General Education." While this agitation for the Conference to raise an endowment fund for the Seminary was going on the President and his Board had taken some steps to try to pay off some of the indebtedness. At the end of the Spring term in 1899 Prof. Howland was asked to live in the dormitory to relieve Dr. Sprague of the monitor work. From this time until his retirement Prof. Howland was the "head professor" or dean. The Trustees did this so that Dr. Sprague could devote more time to raising an endowment fund. He was to occupy the Nelson House, rent free with fuel and "raw material" (food) for himself and family. The Nelson house was renovated during the summer, and Dr. Sprague and his family moved out of the dormitories into much more spacious quarters. After school opened in September Dr. and Mrs. Sprague gave a porch party for the boarding students. The "Opinator" reported the event and included these comments in regard to the house: "Dr. and Mrs. Sprague have a beautiful home. During the summer, the rooms were remodeled and refitted throughout. Each room is beautifully finished and taste has been shown in the furnishing. A long wide porch has been added to the house, and on this occasion, the

large windows connecting the porch with the parlor and drawing room were thrown open, thus making ample space for the large company of young people. . . ." Thus the Nelson home assumed the appearance it now has, the porch giving depth and dignity to the house.

In 1900 at the Trustee meeting before Conference, a motion was adopted that a financial agent or secretary be secured at a salary of $1500. At the request of the Seminary the Rev. Samuel Moore was appointed as the financial agent and he attended the June Board meeting. But this was not a solution to the debt problem. Indeed in Jan., 1901, a special Trustee meeting was called to decide whether the Rev. Mr. Moore should be kept in the field. It was decided not to continue a financial agent in the field unless the Rev. Mr. Moore understood he was hired for more than one year. Thus the school year ended in 1901 with no solution to the debt enigma. In preparation for the next academic year the Board raised the tuition to $300 (ministers' children and ministerial students, $200) and for day students in higher English and classical courses, $100, and for day students in common English course, $90. The resolution stated that this was necessary because of the upkeep of the new buildings, because salaries must be maintained for the best grade of teachers, and because the patrons demanded better accommodations in the boarding department. Then Dr. Sprague in his report at this April meeting stated that the following were needs of the school: a new dining hall, laundry, and kitchen; repairs on entrance to Administration Hall and to the stairway and a cement walk. (It was at this meeting that the name of the front center building was changed from Commercial Hall

to Administration Hall.) When the June meeting came, it was decided to build "an eight-foot artificial stone walk . . . in front of the buildings from Market St. to the Chapel." So renovation and additions went on year by year while stubborn deficits persisted.

The 20th Century Fund Commission did not undertake the task of raising the necessary amounts to remove the indebtedness and so the 20th century opened with annual deficits averaging around $3,000 to $5,000 a year. This necessitated repeated appeals and endless expedients to alleviate the debt load. From the Trustees' minutes it is evident that this problem was the constant companion of Dr. Sprague month in and month out for years. The 20th century movement took the form of raising subscriptions and clearing indebtedness on Church buildings and making additions. The Rev. S. Moore went around to the Churches, camp meetings, and Ministerial Association meetings. Dr. Sprague sometimes spoke too. The sums raised for the Seminary were small; for instance, in the Oneonta District $110 was reported. Another district reported in regard to the movement as a whole, "The 20th Century forward movement, though kept before the people, has gathered little impulse." The idea never really captured the imaginations of the Conference as a whole.

In the December meeting of the Trustees in 1901, the subject of the debt was discussed at length and finally a committee was appointed to draft a plan to pay off the debt and to present it at the next meeting. No report is recorded but at the next meeting the move to increase the number of Trustees to 27 was initiated, the purpose of which appeared to be to increase the number of able business men on the Board in the hope of finding means to

pay the debt and raise endowment. In the Conference year 1901-1902 the Board had twice found it necessary to authorize the president to borrow funds up to $6000. When the annual report was read to the Conference the plight of the Seminary was stressed: "On account of our desire to maintain the excellent standards of Wyoming Seminary, and to offer to all our families the advantages afforded by a Seminary equal to any in the land, we have been obliged to borrow funds . . . to meet expenses. We have faced this condition seriously, and have carefully sought ways of economizing that would not injure the school. . . . We are firm in the conviction that the affairs of the Seminary are managed as prudently as they can be consistently." The debt was $40,000. This was "a menacing incubus upon the Seminary." In the June meeting of the Trustees in 1902, Dr. Sprague read a report of the extra expenses during the previous twenty years in order to explain to the new members the reasons for the debt. Three more members were added to the committee on the debt. As yet no successful scheme had been devised.

When the 1903 Conference met, the Trustees were able to report an enrollment of 496 students. "We had feared that the great coal strike, which so seriously affected our patronizing territory, would greatly diminish our attendance. . . . Such has not been the case." In accordance with the change in the Charter a new group of Trustees had been elected, outstanding leaders in business and finance, such as Reese G. Brooks of Scranton, Chester B. Derr of Wilkes-Barre, Charles W. Laycock of Kingston, W. P. Billings also of Kingston, and one clergyman from the Philadelphia area, Rev. J. G. Bickerton of Philadelphia.

The report added that the observance of Wyoming Seminary Day had been advantageous. This scheme had been suggested the previous year. The pastors in the Conference set aside the first Sunday in October as Wyoming Seminary Sunday. At one service on that day the cause of the Seminary was presented and a collection was taken for the school. In 1903 the report added, "Our present hope is for $250,000. . . . " in endowment. At the Trustee meeting in which the Conference report was read, it was decided to have a special dinner meeting of the Board, at which time the debt problem could be further discussed. On May 5th at 5 P.M. fourteen of the Trustees gathered in the president's home . . . "After enjoying a delightful dinner provided by the Committee, the Board discussed the subject of raising the debt." Subscriptions of nearly $10,000 were made then and there by generous members of the Board which would cut the $40,000 debt a fourth. Before the meeting broke up several members of the Board present were assigned names for them to visit and solicit money. At the June meeting of the Trustees in 1903 Dr. Sprague had a statement ready to send to the alumni and friends of the school appealing for financial aid. After the Board heard this appeal read, they decided that the causes of the debt should be included. Blank forms for subscriptions were to be prepared. However, the movement to clear debt did not go much farther, for in March, 1904, a motion was made that the debt committee push their work harder. At the Conference in 1904 a resolution was passed giving the Seminary Trustees authority to sell "according to the judgment of the Trustees . . . the coal lying under the surface of the land owned by the said Wyoming Seminary." A

contract was made with the Kingston Coal Co. which brought in some money as royalties for the coal removed.

The Trustees were called in special meeting the following November in order to vote the authority to sell three properties of the Miner Swallow estate for a total of $8,000. Two of these properties were on Maple St. and one was at Wallace Crossing. Then the indebtedness of the Seminary was "freely discussed." Finally it was decided to relieve Dr. Sprague of his duties at the Seminary for one month beginning November 14th "that he might devote his time to raising the debt." When the Board met the 5th of April in 1905 some progress had been made, for a committee was chosen to invest endowment funds. Further, Dr. Sprague was directed to write a personal letter to each subscriber asking him to remit one half of the subscription before July 1st and the rest on Dec. 1st. At this meeting for the first time Dr. Sprague made his plea for a central heating plant and the Trustees gave him authority to raise money for that purpose. These various efforts relieved the immediate situation, although it did not solve the problem. The Trustees reported to Conference in 1905 that the release of Dr. Sprague from his Seminary duties for a month had been a successful expedient, for, "with the splendid assistance of the Board of Trustees, he was successful in raising the entire amount . . . " and once again the Seminary was free of the burden of debt. But there was the need of $250,000 endowment, the need of a central heating plant. In 1906 the Trustees announced the need of a "recitation hall" to take care of the steadily increased enrollment.

The year 1907 completed the first twenty-five years

of Dr. Sprague's presidency of Wyoming Seminary. The Trustees took cognizance of this milestone in their June meeting by adopting resolutions in his honor. Attributing the continued success of the school to his able conduct of the responsible trust, the resolutions added, "Therefore, be it Resolved: That we, the Trustees of Wyoming Seminary, convey to Dr. L. L. Sprague our warmest congratulations and assure him of our high appreciation of the magnitude and importance of his great work. . . ." Dr. Sprague then ". . . responded pleasantly in some appropriate remarks." There had indeed been great changes, and a continuous growth had rewarded his devotion to his tasks. In 1882 there were twelve regular teachers and an average of 244 students per term, many students attending only part of a year. There were nine graduates in June, 1883. During the school year 1907-1908 there were 25 teachers, 549 scholars, most of whom remained the whole year, and a graduating class of 54.

If much had been done, there was much more to do. In the Conference of 1908 another financial agent was appointed, the Rev. E. A. Martin. He sought for pledges and cash gifts to the endowment fund. He continued this work in the Wyoming Conference area for two years. When he gave his report to the Trustees at their March meeting in 1910, he reported the following:

Sermons delivered	175
Public collections	140
Public addresses	50

Amounts pledged the previous year $3,401.76.

Amounts pledged for year 1909-1910 $6,731.63.

He had collected in cash the first year $1,740.26. He was, at his own request, returned to pastoral work. Because of his action, the Trustees moved that Dr. Sprague should so arrange his work that he would . . . "be free to move among the churches of the Conference to raise endowment for the Seminary."

When the Trustees met again on April 20th, the whole question of expenses and endowment was taken up. A previous meeting of just the Teachers' Committee had made a study of the teacher load and now reported the number of periods each teacher worked, the number of pupils in each class, and the time required for correcting papers, etc. As a result the Board decided the number of teachers could not be reduced. But the secretary noted this motion, "It was ordered that no more double rooms should be granted to the teachers." The last business was a resolution in regard to the endowment: "This institution requires $250,000 during the present Conference year." In the June meeting the Trustees elected Miss Elizabeth Howland as the assistant in the mathematics department so that Prof. Howland could look after the office details when Dr. Sprague was absent. Also the Board granted the president authority . . . "to fix up the room now used and known as the German Recitation room for his private office." A special meeting called in December closed with a few words by Dr. Sprague which the Secretary of the Board recorded in this manner: "Dr. Sprague spoke about the work of the school, the burden on his heart for increased endowment and his plans for raising the same." Although some money was raised, no organization was developed as yet which would reach the goal. The deficits still persisted

and the needs were greater with the increase in the number of students. For the school year 1910-1911 Dr. Sprague reported a deficit of $8,000 . . . "owing to extensive repairs made on the buildings during the year." The deficit the following year was over $7,000. Immediate steps were taken. Tuition for boarding students was increased from $350 to $400. It was moved that the bookkeeper place in the hands of the finance committee a list of those who owed money to the Seminary. And then, on a motion adopted by the Board, . . . "the finance committee was requested to prepare immediately a plan to meet the financial crisis of the Seminary and suggest and devise means to secure an additional endowment of $100,000 or more at the earliest possible time." The president was to borrow up to $7,000 to meet the debts that demanded immediate payment.

At the April session of the Board in 1913 Dr. Sprague reported a deficit up to that time of over $6,000 and at the June meeting authority was given to borrow $3,000 to meet bills due. The debt was again up to $20,000 and the endowment, listed in 1913, as about $100,000 was not sufficient to bring in the added income necessary to meet the steadily increasing expenses. The Trustees decided to stir the Conference to action by issuing a challenge that the Board would raise $100,000 within a year if the Conference would raise a like sum. This challenge and the persistent repetition of the needs of the school bore fruit at last. The Conference sessions were held in 1913 in the First Methodist Episcopal Church of Wilkes-Barre and on the motion of the Board, the members were served a dinner at the Seminary. The Rev. Leonard Murdock presented

the resolution to the Conference which provided that a Wyoming Seminary Commission of Finance, the membership of which was to consist of Bishop J. F. Berry, the President of Board of Trustees, Dr. Sprague, the district superintendents, and three clergymen, and three laymen appointed in each district by the district superintendent be appointed. This Commission was to raise $100,000 in endowment within the Conference year; the Seminary campaign was to . . . "have the right of way in the Churches" and every effort was to be made by the pastors "individually and collectively to raise this amount." Pledges over $10 could be paid in four annual installments. "It is the sentiment of this Conference that we accept the challenge of the Trustees of the Seminary. . . ." This resolution was unanimously adopted by the Conference. In June the Trustees chose a committee to work with the Conference Commission. Mr. R. Nelson Bennett was the chairman of the joint committees. During the year 1913-1914 the work of canvassing was organized in each district. The success of the campaign was due to the subdivision of work and the leadership. Since the Churches of the Wilkes-Barre District were to raise $40,000 and the Trustees decided to raise $80,000 in the same area . . . "all distinctions were dropped and the District Commission gave its energies to raising the sum of $120,000. In planning and arousing sentiment we had the aid of the office of the Board of Education . . . particularly the assistant secretary, J. W. Hancher, Bishops Berry and Henderson . . . and Dr. Race. The District Superintendent, with the Seminary Glee Club, held seventy-one concerts and at sixty-five of these took pledges for the endowment.

President Sprague was full of enthusiasm, magnetic, and abundant in labor. Chairman Bennett proved a splendid leader; the several teams composed of laymen and the follow-up committees of pastors did royal service and as a result we can report a grand total . . . of $126,427 for the Wilkes-Barre District." The Scranton District was asked to raise $30,000 and reported $43,000. However, in the Oneonta District, the report mentioned no sum but explained that the Commission arrived in March when snow was three feet on the level and a heavy rain made parts of the District inaccessible. The Superintendent of the Binghamton District pointed out the key to the success of the campaign. At first there was little enthusiasm but the suggestion that the Wyoming Seminary Glee Club tour each district under the leadership of the District Superintendent met an enthusiastic response. The Rev. J. A. Hensey described the success in his District in these words, "Every church in the District seemed to suddenly discover long forgotten debts needing immediate liquidation . . . But . . . at the close of the first Sunday, including previous subscriptions made by the ministers of the District, we had $9,000! . . . The churches eagerly anticipated our coming—with just enough exceptions to establish the rule. Villages and communities voluntarily decreed a holiday and the few places we could not visit complained. . . ." Apportioned $20,000 the District reported $24,400 in subscriptions. Over $200,000 was raised in pledges within the Conference. In April, 1914, the Trustees passed a resolution of thanks to ". . . Mr. R. Nelson Bennett, chairman of the Joint Commission . . . for the efficiency, industry, and zeal

with which he labored to complete the great task." Another resolution of thanks to the daily papers of Wilkes-Barre for their assistance was adopted. At the June meeting Dr. Sprague reported a $12,000 deficit for the year, larger than previously because of the sum expended in the conduct of the campaign. A year later at the Conference the Trustees were able to report that "over $110,000 of the endowment have been paid in already at the Miners' Bank." $25,000 of the amount was on the Conference pledges, the rest was on the pledges secured by the Trustees. In 1916 the Trustees reported a total endowment of $227,000 and added that $140,000 of the $200,000 fund had been paid in. But from then on the payment of pledges tended to drop off. A year later the total amount paid in was $148,382.29. The Trustees' report to the Conference made a special plea that the rest of the pledges be paid. The year 1918 marked the fourth and last installment for the subscriptions. Of the $201,920.65 pledged in the campaign, $162,735.75 had been paid in by April which left over $39,000 still to be collected. Only $7,319.36 more was collected in the year 1918-1919. In the last report of this $200,000 fund there had been a shrinkage due to unpaid pledges of about 10%, which is a normal loss. Thus about $180,000 was paid in and invested to yield income to carry on the functions of the school.

When the Trustees held their regular meeting in April, 1915, new efforts were made to cut the deficits. All uncollected debts were to be investigated and the valueless to be listed in Loss and Gain, the "Board and Tuition" accounts to be better subdivided to trace down expenses. Teachers'

board was not to include meals and laundry over the Christmas vacation. The deficit for the year was nearly $7,000. In 1916 Dr. Sprague suggested that the District Superintendents of the Wyoming Conference should be on the Board, and then they would help in securing students. The three Superintendents not on ex officio were elected for one year. To supplement the income, tuition was again increased to $150 for the day students and $425 for the boarders. The school was in "the red" for over $6,000 at the close of the school year in 1916. However, at the June meeting Dr. Sprague had the Board adopt a resolution to raise $100,000 . . . "as soon as possible to be used as a pension fund for retiring teachers of Wyoming Seminary." In the report of the Trustees to the Conference for 1917 the goal of endowment for the Seminary was presented, "We must push the Endowment Fund until it reaches the $500,000 mark. Our slogan should be 'A half million endowment for Wyoming Seminary.' " The War which the U. S. entered in 1917 brought no decreases in enrollment and for the two war years the deficits were only a little over $1000. The war brought high prices and an increased cost of schooling so that the day student tuition was raised to $160 in 1917 and the Teachers' Pension Fund question was postponed until more stable times. In 1918 the continued increase in the cost of living led the Board to increase the day student rate to $175 a year, the boarders to $475 a year and the Commercial from $55 to $60. In this manner and in changes among the faculty and innovations in school routine such as the military drill, the impact of the first World War was felt at Wyoming Seminary. But that war lasted less

than two years as far as U. S. participation was concerned. So that by 1919 the nation was on the road back to a confused "normalcy." More and more students came to the Seminary and, although the cost of living rose higher in 1919-1920, the Seminary finally was released from the incubus of deficits and the accumulated indebtedness was again liquidated.

When the regular Trustee meeting was held in April, 1919, Dr. John H. Race called the attention of the Board to the fact that at the Commencement season the school would enter the 75th year of its service. He suggested that a Recognition Fund amounting to $75,000, that is $1000 for each year, be raised. The money would be spent at the discretion of the Trustees. The Report to the Wyoming Conference stated the immediate needs of the school. In part it read, "Upon this 75th birthday of our Seminary it finds itself in pressing need of $250,000 additional endowment, which would make its total endowment just a half million. Not a dollar less will be adequate. It needs a recitation hall costing $50,000; it needs the Athletic Field fitted up, which would cost $45,000. It needs a central heating plant costing $40,000; also provision for a debt of $60,000, which has been accumulating since 1904. The last two items are imperatively needed. We have this suggestion, that we celebrate the Diamond Jubilee of our great Seminary by the erection of a central heating plant and the wiping out of every dollar of indebtedness against it." The Conference took action the day following the reading of the above report. It was moved that $10,000 a year be added to the Centenary apportionments of the churches for five years, thus, raising a total sum of

$50,000. One half of this amount was to be given to Wyoming Seminary and one half to Syracuse University. The Trustees of the Seminary agreed to raise the $50,000 if the Conference accepted the proposition. The Conference did accept it by a vote of 36 to 23. In this way there opened another campaign to end the long tyranny of debt.

In the report quoted above, the Secretary of the Board, Dr. G. M. Bell, had included a plea which comes home with added meaning twenty-five years after when the scale of disaster is so much greater: "In these tragic days of the world's history every thinking man has been impressed by the fact that a new and greater emphasis must be placed on Christian education. In letters of human blood, in lines of devastation, in pages of dead millions in Belgium, France, and Poland, the world today reads and hears that a nation's culture can be a curse to it and to its neighbors. Those frightful enormities over which the world rages and weeps were generated in the school and fed in the University. The schoolmaster is responsible for the devastation we behold in Europe today. We may track . . . Prussianism back to the boys and girls in the school and the man and the woman behind the desk. . . . We must awake to the fact that we have not sufficiently emphasized Christian education."

The Trustees in June, 1919, picked a Recognition Fund Committee of seven members to take charge of raising their part of the $75,000. At the same session Dr. Sprague was given authority to borrow $5,000 to cover the deficit which was back to the average amount per year. The opening of the school in the fall of 1919 saw the largest registration yet recorded in the seventy-five years

of the school's existence. The total was 600 students, which was 168 more than the previous year. Thirty students could not be accommodated. The result of this post-war influx of students was that the Seminary books showed a *profit* of some $5,000 the next spring for the first time in over twenty years. The lean years had ended. When the Wyoming Conference met in the First Methodist Episcopal Church of Kingston in April, 1921, the Trustees reported that the drive had been a complete success. Over $75,000 had been raised. The debt, which was close to $75,000 was covered by "collectable subscriptions." Even the weather had been perfect at the 75th Commencement. "Everybody seemed filled with the spirit of triumph," the Secretary of the Board concluded.

2. The Full Years Followed the Lean Years

At last after years of planning, paring expenses, campaigning for funds, battling with debt, the rewards of his persistence and good stewardship began to come to Dr. Sprague. "The Lord will provide," was an affirmation of faith often made by Dr. Sprague but he did not add in words the gist of the matter. In the "day's work", year in and year out, he increased the fame of the Seminary and noised abroad the needs for Christian education until the needs were appreciated and a most generous response was the result.

On April 21st in 1921 the Trustees held a special meeting to take action on the largest single gift made to the Seminary: Mr. F. M. Kirby had given to the endowment of Wyoming Seminary 1000 shares of the F. W. Woolworth

Co. common stock valued then at $100,000. Through stock dividends the 1000 shares are today (1944) 15,000 shares valued at about $600,000. This block of shares put the endowment fund on its feet and provided sufficient annual income to make possible better salaries, to maintain the repairs on the buildings, especially the dormitories, and to aid in carrying the school through future lean years. Dr. Sprague stated the following to his Trustees when economic depression had the nation in its grip, "We . . . had a debt in 1919 of $75,000. In 1913 and 1914 we made a canvass for endowment and reached something over $200,000, but this was not adequate. The Trustees sent me out to raise $75,000 in 1919 which I succeeded in doing readily. We asked the Conference to take $25,000 and I personally raised the rest. Mr. Kirby gave me $10,000, and others $5,000, and with less amounts the full debt was raised. But people knew that we needed money. Mr. Kirby knew it and the seventh day of May, 1921, gave to us 1,000 shares of the F. W. Woolworth Co. stock which now (1935) aggregates in value $900,000 for endowment. . . . I doubt if this would have come to us if we had paid our way every year in all of the preceding years." In the Board meeting when action was taken on the gift, "Mr. Kirby states that his purpose in this gift was to assist the Seminary by thus augmenting its general endowment fund and by so much making it possible for the school to continue its instruction of such Christian principles as will safeguard the rights of the private owner; and insure obedience to the laws of the land." Resolutions were drawn up and read. The annual proceeds of the gift . . . "are to provide for the instruction of students of the Seminary in

the Anglo-Saxon principles of the right of the individual to sell his labor as he chooses and to maintain those rights of personal liberty and leadership by which the lowliest born, according to his ability and industry, may attain to the highest position in civil, social, business, and ecclesiastical life." This covenant was read to the Trustees at the June 9th meeting in 1921. This fund likewise was to make possible a course of lectures on civil rights each year, given by men of national prominence. The first of the so-called Kirby lecturers to the student body was Mr. James M. Beck, solicitor General of the Department of Justice of the U. S. . . . "who on March 17th (1922) eloquently addressed the faculty, the student body, and a number of guests in Nelson Memorial Hall on the subject, 'The Development of the Constitution of the U. S.' "

In 1922 the second generous gift was made to the Seminary. In the Trustees' report to the Conference the character of the gift was explained: "We have one of the finest Athletic Fields among Preparatory schools. . . . The wooden fence around it and the wooden bleachers on it have long been a source of expense, if not humiliation to the institution, but we are grateful to report that by the time the football players take their place on the gridiron next fall, a concrete wall nine feet high will encircle it; concrete bleachers to accommodate 3000 spectators will be erected, also a field house for the players, all of which will cost approximately $50,000, and is the gift of Abram G. Nesbitt, Esq., of Kingston, Pa., a member of the Board of Trustees." This gift was a memorial to Mr. Abram G. Nesbitt's brother, Mr. George F. Nesbitt, who, the reader will recall, had first established the George F. Nesbitt

Prizes for the best two orations given each year on Washington's Birthday. The cost of the project was $80,000 instead of $50,000 as estimated because the field had to be regraded and a track and tennis courts were added. In the words of the Annual report to the Conference for 1923, "The whole matter was laid before Mr. Nesbitt and he generously offered to finish the work in the most complete manner. He said, 'Construct the work so that it will last as long as the Seminary lasts'. . . . The stadium will accommodate 4,000 people. Knockdown bleachers will be provided by which 6,000 people will be accommodated. There were at least 5,000 people present at the last football game and every seat in the stadium and bleachers was occupied. . . . The stadium, besides providing seating capacity, has adequate store-rooms for athletic material. The field house provides ample rooms for our athletic teams and for visiting teams. Shower baths, lockers, toilet conveniences, rooms for the coach and heating apparatus are provided. . . . The fence is nine feet high and is constructed in panel sections fitting into slots set in concrete posts to provide for the expansion and contraction of the panels. The running track is . . . cinder with the necessary curbing. The four tennis courts are enclosed with wire netting, drained, and finished with the most modern material. . . ."

Likewise in 1922-1923 over $14,000 was spent for repairs and new furniture which included: tiling of two large cloak rooms, a new boiler in Nelson Hall and repairs on the other boilers, additional fire-escapes, repairs on the Nelson House and an iron fence for its yard, new wiring in the dormitory, new plumbing, etc. It was at this time that showers and better bathroom facilities were installed

in the dormitories; previously the bath conveniences had been the most inadequate part of the dormitory equipment. With these extra expenses, there was only a $4,000 deficit for the year.

The origin of the idea of "Sprague Hall" came about in this manner as the Opinator for April 27th reported it: "The Sprague Hall project was started by the suggestion of the secretary of the Board of Trustees, Dr. F. D. Hartsock, in his report to the meeting of the Trustees held April 2. After the meeting adjourned Drs. Sprague, Race, and Hartsock walked about the grounds discussing the building improvements which had been made and the need of other buildings when Dr. Race said, 'Dr. Hartsock that was a fine suggestion that you made in your report concerning a new recitation hall. We should have it, we need it now and it should be named in honor of the President, 'Sprague Hall'." The Wyoming Conference met in the 1st Methodist Episcopal Church of Wilkes-Barre in the first week of April, 1923. In his report Dr. Hartsock mentioned the following needs: There was increased need for a recitation hall costing at least $600,000 and . . . "we ought to have a new ladies' dormitory, and a central heating plant must come very shortly," ran the Trustees' report. "An addition of $500,000 must be provided soon to our endowment fund. The Seminary ought to have a million and a half dollars endowment, rather than four or five hundred thousand. The more endowment we have, the better teachers we can secure and the lower the cost of schooling will be at the Seminary. We should keep the cost within the reach of the class of people for which the Seminary was established, namely, the middle class. There

should soon be established at the Seminary a pension fund of at least $200,000 to provide for teachers after their retirement from the active work of their profession . . . very early steps should be taken to provide a fund for the teachers of the Seminary who have spent a lifetime in its service." After the Seminary report was read to the Conference, Dr. Sprague . . . "addressed the Conference on the work of the Seminary and introduced J. I. Shoemaker, Esq., who on this his 84th birthday" . . . completed 48 years as a Trustee of the Seminary. A motion was then made and adopted to name the proposed hall "Sprague Hall" and a commission of five was appointed by the District Superintendents to raise a fund among the ministers of the Conference for the new hall. Dr. Charles H. Newing, an alumnus of the school and a life long enthusiast for its welfare was made the chairman. Near the end of the sessions of the Conference it was announced by Dr. Hartsock that $7,300 had been raised during the sessions for the proposed hall. The student Sprague Hall campaign got under way in this fashion: "It was the evening of April 6th, the very day that the memorial building materialized in the Wyoming Conference, that the idea of a student fund came into being. Dr. Bell brought the good news of the plan direct from Conference to the banquet of one of the literary societies. The enthusiasm of those who heard was aroused. . . . Representatives of the four literary societies met after a unanimous 'aye' had been voted by the four societies on the motion for a campaign, and under the guiding hand of Professor Fleck, formed a central committee and began to lay plans." The week beginning April 26th was set aside as "Sprague Week,"

and the goal was set at $6,000. Twenty teams were picked, ten for the girls and ten for the boys; each team captain had an assistant. "The spirit of the campaign was . . . enlivened by short speeches given in Chapel each day by students. There was spirited rivalry among the teams... In showing their appreciation of Dr. Sprague the students have also assured the construction of a sorely needed new building. Sprague week has been a challenge to the Church and to the Alumni." The Trustees were called in a special meeting in May at which time Dr. Sprague read a paper on the needs of the school and made some suggestions for the proposed recitation hall. He reported to the Board the above action of the Conference, and also reported that during a "Sprague Hall Week" campaign the students raised about $5000. Prof. Fleck was appointed the treasurer of the student fund and Dr. Sprague was appointed treasurer of the general fund. The Board then decided that a letter should be sent to the Alumni and friends of the Seminary . . . "soliciting interest in and subscriptions to the new Sprague Hall." By Conference time in 1924 the sum raised by the ministers was $16,000 and, of the amount pledged by the students $4,600 had been paid in.

During the summer of 1923 $14,000 more was spent for repairs. However, the school year 1923-1924 saw another increase in the number of students and the school remained entirely free of any indebtedness. When the Trustees met in March, 1924, the tuition was again increased to meet the increased cost of running the school; tuition for the boarders was raised from $650 to $700, for day students from $110 to $120. Dr. Sprague was also able to announce that a bequest of $50,000 for the endowment made in the

will of a prominent Methodist layman, George I. Wilbur of Oneonta, New York, who had died in August, 1922, had been paid into the endowment fund.

Then the matter of the Sprague Hall campaign was taken up by the Board. A circular letter to be sent to the Alumni and friends was discussed and the endorsement by the faculty was announced. The Building Committee was appointed consisting of Z. Platt Bennett, the Rev. G. M. Bell, Col. F. G. Darte, C. W. Laycock, E. M. Rosser, A. D. Shonk, and Dr. Sprague. Plans developed rapidly and on April 30, 1924, the executive committee which included faculty and alumni members held a meeting to consider the best ways to raise the funds. It was announced by the chairman, Col. Darte, that a new Alumni Record had been published and was being mailed to the alumni. Prof. Fleck read a letter which the faculty committee had prepared to be mailed to the classes to arouse interest in the campaign. The Committee decided to raise $250,000 beginning May 1st and continuing through June. It was further decided to mail subscription blanks to the former students and friends. When the regular June Board meeting came, they decided to break ground for the new building on June 10th, Commencement Tuesday, immediately after the address. The ceremony of breaking ground did take place that day on the *back* campus. The building then proposed was three stories in height with less room than in the later Sprague Hall. Even the style of architecture was different and would not have been in harmony with any of the older buildings. The place chosen was next to Nesbitt Hall on the Maple Ave. side of the back campus, thus forming part of the West Side of a proposed quadrangle

when some future building was added. All these plans and preparations did not come to fruition. The immediate stumbling block was lack of funds. The campaign of May and June, 1924, had not raised a total of one fifth of the goal, $250,000. As had proved so frequently true in the past not until the needs had been trumpeted abroad in repeated blasts was sufficient interest aroused in and impetus given to a carefully planned campaign in the Conference and among the Alumni.

As a result of the lag in subscriptions the whole plan of the campaign was very courageuosly enlarged. The center of interest was kept on the remarkable career of Dr. Levi L. Sprague. With the characteristic faith that nothing could prevent the building of the recitation hall, Dr. Sprague at a Board meeting called especially for the purpose in November, 1924, spoke of various plans to raise the money calling to their attention the possible insurance method of money-raising. He had invited two representatives of the Mass. Mutual Insurance Co. who explained in general terms the insurance method of raising money. The decision was to investigate this further. No further action was taken until the Board met in March, 1925. Dr. Sprague again presented the problem of the new hall and the means of raising the money. He also spoke of the need of a new heating plant and other improvements. His paper was a strong plea, "a lawyer's brief" which stated with clarity and logical argument the need for the inauguration of a campaign for some $500,000 to carry out the proposed inprovements. However, some of the Trustees did not feel that the time was ripe for such a campaign. Then Dr. John H. Race arose

and said: "I agree this is no time to start a campaign for $500,000. I'll tell you what we can do;"—pointing to Dr. Sprague he continued—"There sits the man who, if God permits him to live until March of next year, will have given sixty years to Wyoming Seminary. We can start here and now a campaign for $600,000, $10,000 a year for each of these years." Dr. Race completes the story of this important Trustee meeting in these words: "While I was speaking Mr. Shonk, a Trustee, said, 'I'll take one of these $10,000.' Hence the idea prevailed." Up to the special meeting of the Board of Trustees on March 31st $54,618 in subscriptions had been received in the two years since the student drive. At that time Dr. John Hancher, the member of the Methodist Board of Education who was a professional money raiser, was invited to be present. Dr. Hancher was asked to give a description of his work and his methods. He stated that he had had fourteen years of experience and his method had been attended by success; the method was then outlined for the Board. Two committees were appointed, one to present the plans to the Wyoming Conference which met in Scranton in April and the other to present the same plan to the Lay Electoral Conference. On the third day in the morning session the resolutions were read and adopted. One of these stated the need in this manner: "Sprague Hall, to cost at least $250,000, is imperatively required at once; a central heating plant is also needed . . . this will require nearly $150,000. There should also be added at least $150,000 for the additional up-keep of the buildings." Another section stated the method as follows: "The Trustees of the Seminary are

asking the Conference to approve of their proposition to proceed at once with an effort to raise $600,000, said effort to be guided and inspired by the Rev. John W. Hancher, counsellor in institutional financing of the Board of Education of the Methodist Episcopal Church; an especial reason for making the effort at this time being the fact that the 9th of June will be the 80th Commencement Day of our Seminary. . . ." The Conference also appointed 23 members to constitute a committee to aid in raising the $600,000. After the resolutions were adopted, Dr. Sprague, according to the minutes, was given a great ovation before he addressed them.

Dr. Hancher and his organization went to work in a very systematic manner. There was a committee of sixty, which included the Conference Commission and some members at large. The Executive Committee of which Dr. Race was chairman then chose the other committees. The three faculty members were Dean Fleck, Prof. W. L. Dean, and Miss Charlotte Blackman. According to the "Opinator" the drive was expected to open on ". . . June 10th and last to July 16th. It is expected by headquarters that 20,000 prospects will be reached in all, including the Conference members, alumni, those on the Church lists, and friends of the institution. One can easily see—what a vast undertaking this drive will be. The officers of the headquarters occupy the entire gymnasium. At present there are fifteen on the office force, most of whom are from the Commercial Department of the school. . . . Such business as setting up circulars, typing letters, and making a stencil for each of the 20,000 persons to be reached is quite an undertaking. Such is the effort to make this institution

an even better and finer school than it already is, and such in part is the effort to repay our dear Dr. Sprague for his sixty years of tireless service." In order to open the campaign in an appropriate manner a large banquet was planned in honor of Dr. Sprague . . . with widely known speakers."

On July 16th the executive committee met in the gymnasium office at 10 P.M. Dr. Hancher reported that $617,828 had been subscribed. Most of these pledges were to be paid in twelve quarterly payments, thus giving the subscribers three years to pay; some were payable over a period of five years. Besides these straight pledges, there were estate pledges totaling $141,000, annuities of $11,000, and life endowment of $1350, making the complete total $768,550. The campaign had taken just six weeks. According to the Trustees' report to the Conference in 1926, the amount paid in on the pledges by April 1st was $190,258.86. Because of the installment method of making good the pledges, the building program could not begin for two or three years. The secretary of the Board explained to the Conference in 1927 that on March 29, 1927, the amount paid into the fund was $308,000. The sixth installment of the twelve came due on January 1, 1927. A little over half of the straight pledges had been redeemed. A year later the Board could report $407,000 paid out of the straight $615,000 pledged. That left $202,000 of unpaid pledges and $153,000 of estate pledges unpaid. These figures meant that enough money had come in for the Trustees to go ahead with the building program.

There was some discussion in the first part of 1926 as to the location of Sprague Memorial. The back campus

does not appear to have been under consideration. There were two sites considered: one proposal was to place the new hall between the gymnasium and the Nelson House moving the present property of Dr. Shafer to the site of the Mitchell property on Market Street nearer Kingston corners; the other proposal, which was adopted at the May 10th Trustee Meeting, was to move the Nelson House up College Ave., now Sprague Ave., to the lot between the gymnasium and the Pringle home and build Sprague Hall on the corner of Market St. and College Ave. At the June Board meeting Dr. Sprague was given authority to move the Nelson House. Then the Trustees voted to build Sprague Hall ". . . five feet from the Shafer property on the northwest and four feet from the Mitchell property on the southeast."

At the same time plans were underway to build a central heating plant, for Dr. Sprague secured permission from Kingston Borough to have conduits built under College Ave. In November, 1926, a special Trustee meeting was called with Douglas Sprague of the firm of Sprague and Slocum, Consulting Mechanical Engineers of N. Y. City, and Mr. Podmore, the architect. After a discussion of the better type of heat and of the alterations necessary in the old buildings, the Trustees adopted a resolution to use steam heat. The central heating plant was to be large enough to furnish heat for other possible buildings in the future. Then the Board fixed the site of the heating plant behind the Hull house (which had been purchased in 1916), that is, northwest of Nelson Hall. Douglas Sprague was employed by the Board to draft plans for the central heating plant. Mr. Podmore's plans for Sprague

Hall were likewise adopted. Near the close of March, 1927, a special Board meeting opened the bids for the heating plant and, after consulting both Mr. Douglas Sprague and Mr. Podmore, the several contracts were awarded in each case to the lowest bids as follows: for the heating there were five bids and the contract for $78,000 was awarded to J. T. Evans; for the Power House there were four bids for $22,150 and the contract was awarded to John C. Schmitt Sons; for the electrical work there were three bids and the contract for $2,273 was awarded to Shepherd and Rust; for the chimney there were three bids and the contract for $1,490 was awarded to Alphons Custodis; for the coal and ash conveyor there were two bids and the contract for $6,595 was awarded to the Jeffrey Mfg. Co. Before awarding the heating contract, Mr. Evans was called to the meeting by telephone and "he agreed . . . to carry out the contract to the letter." When the building committee met on June 1st, they discussed the various plans and specifications for the ventilating, plumbing, etc., of the building as submitted by Mr. Sprague of Sprague and Slocum. . . ."

In March, 1928, the Building Committee met again and opened the bids for Sprague Hall. The lowest bids were recommended and these contracts were awarded by the Board at the regular meeting on March 28th in the following manner: the contract for $218,205 was awarded to the Shepherd Construction Co. (the highest bid for the erection of the building was $290,280); the electrical contract for $14,250 was awarded to H. H. Roth; the heating and ventilating contract for $69,100 was awarded to J. T. Evans; the marble contract

for $25,622 was awarded to H. V. Lewert. The total cost was $327,177. In the early part of April the Building Committee decided on the linoleum for the corridors and classrooms, the marble and style of tiles for dressing rooms, colors of marble for pool, and shades for the room walls, etc. All of this suggests the increased complexity of the planning and building today as contrasted with the plans for the original building. In regard to furnishings such as the proper seats for the classrooms, Dr. Sprague had samples sent to the school and the teachers gave their opinion. Many expert opinions were required on details of the building and much of the work was highly specialized. Where Dr. Nelson could make decisions in regard to materials and arrangements during the erection of buildings in his administration, Dr. Sprague had often to rely on expert opinion since the relative merits of devices for lighting, heating, ventilating, pool sterilization, etc., depended on specialized knowledge and technical experience.

During the summer of 1927 the heating plant was built, the underground conduits were prepared, and the new pipes and radiators were installed in the old buildings. The neat red brick power house with the tall brick chimney improved the appearance of that section of the campus. The total cost was $123,000. The plant was in operation during the winter of 1927-1928. At the Commencement exercises on June 12, 1928, the cornerstone of Sprague Hall was laid with appropriate ceremonies. The summer vacation period of 1928 was an even busier one than the previous summer. The first big task was the moving of the Nelson house from the corner of Market St. and College Ave. to the lot between the gymnasium and the Pringle

home. The row of beautiful old shade trees along the front of the dormitory campus was cut down to make room for the passage of so large a residence. Young maples were planted after the house was grounded again at its present location and these trees now overlap when the leaves are out. Then the cellar and steel construction for Sprague Hall began. From that time until the following spring, work continued on Sprague Hall. At the regular meeting of the Trustees on April 4, 1929, it was decided that the Trustees should take charge of the dedicatory exercises for the new building. On April the Sprague Memorial Hall was formally dedicated. Addresses were made by Bishop Ernest G. Richardson of the Methodist Episcopal Church, by Lieutenant Governor James representing the State of Pa. (later elected as a Trustee of Wyoming Seminary), by Dr. James M. Rule of the Pa. Department of Public Instruction, by the Rev. Albert Kirk, Secretary of the Educational Institutions of the Methodist Episcopal Church, and by the District Attorney of Luzerne County, Thomas M. Lewis, who was the president of the alumni association. After the exercises, participants and guests inspected the new building. The "Opinator" for April 12, 1929, was devoted to the career of Dr. Sprague and to the new building. The spirit of the student body as well as that of the Faculty, Trustees, Alumni, and friends was expressed in this editorial praise: "It is true that we have participated in the dedication," but how much greater has been our President's dedication. "Lest we forget, the dedication virtually preceded the actual dedication by almost the number of years of an average man's lifetime. Before our mothers and fathers, the foundation for the

'memorial' was painstakingly laid by our revered president, not in masonry, but in deeds and actions. . . ." Another student contributor expressed his feelings in these words: "For us this new building means more than the conveniences of modern classrooms and recitation halls. We feel in it, now that it has been completed, the very purpose of getting wisdom and understanding, and with its dedication . . . we take renewed strength and resolve to carry in our minds the memory of our teacher, Dr. Sprague." Before the end of April, 1929, the classes had moved into Sprague Hall. The rather drab and dingy class rooms in the dormitories were given up for the light, better-ventilated classrooms, pleasant with the odor and shine of newness. An "Opinator" Board member wrote, "Stepping across the street into a new and unused classroom in which to tussle with the same old Latin constructions, to wrestle with the same old algebra dragon—to go through old experiences merely in a new environment is not all that is involved in the transition. Under better conditions there will be little . . . excuse for us not to do better work. Let us bring into our new class rooms a determination . . . to make the most of our fleeting opportunities under such pleasant conditions."

The Sprague Memorial Hall which faculty and students moved into that April day in 1929, was the first fireproof modern building on the campus, a fact which made it the rallying center for all the students and faculty on the entire campus during the daytime air-raid drills of 1942-1943. The design was colonial and more in keeping with the style of the dormitory halls built in 1853 after the fire than the original design of the hall proposed for the back

campus. In the basement the visitor saw the Sarah Nesbitt gymnasium for the girls, another gift of Abram G. Nesbitt in memory of his sister. The gymnasium had a stage built on the Market Street side of the hall so that in a short time chairs could be arranged for the Dramatic Society of Wyoming Seminary to stage its plays. When the gymnasium was in use, the stage could be entirely closed off. Besides showers and dressing rooms for both boys and girls, the visitors saw the 20 ft. by 60 ft. tile swimming pool which was built in along the side toward Dr. Shafer's property. On the first floor there was room for the Bennett Library with stacks already installed, the business office, the president's office, and the office of the dean. A large girls' study hall was ready to take care of the day student girls who could be from then on separated from the boys, thus ending the overcrowding and reducing the supervisory problems of the day room teachers. From the first floor hallways doors opened to the balcony of the gymnasium where the visitors had an excellent view of the floor and where spectators could watch the games. On the second floor, they found thirteen classrooms ready for occupancy. The rooms of the four literary societies were on the third floor. Likewise on the east side of the same floor the art room was ready for the department to move in from the smaller and darker quarters on the first floor of Nesbitt Hall. Four other classrooms, not yet required, but planned to meet further increases in the student body, were open for inspection that day.

With Sprague Hall in use, there were changes to be made in the old dormitories which would increase the

number of rooms for boarding boys and add apartments for teachers. During the summer of 1929 these changes were made. The Independent Society room became student rooms; the Amphictyon Society room and the Bennett Library were partitioned and furnished for teachers' apartments. The English room on the northwest corner of Centenary Hall became the boys' reading and recreation room. The kitchen was moved upstairs into quarters prepared for it made from the two old classrooms in the wing between Union and Administration Halls. This eliminated the screens behind which the waiters prepared their trays and added to the floor space so that more tables could be set up. It also improved the light and appearance of the room. The office of Dr. Sprague to the right of the entrance to Administration Hall was made into the school bookstore which has since handled all book and school supply orders and filled a long felt need. Teachers no longer had to order and sell their own books or depend on stores in town for school supplies. A section of the old business office, which was to the left of the entrance to Administration Hall, was added to the dining room and the rest of the space used as a faculty room and dormitory office. Class rooms facing the front of the building on the second floor of Administration Hall were made into a student room and a faculty apartment. The old Latin room and also the History room were kept for use as evening study halls. The girls of Swetland study in the history room. The old Greek room was made into student rooms. Thus many of the arrangements in use since Dr. Sprague's first years as principal, and before in some cases, were entirely changed. This renovation did not, at the

time (1929), add enough rooms for the boys and the Grover house, which was next to the Pringle house going north on College Ave., was built over to accommodate boys and put in charge of Prof. Edgar Brace. The property had been purchased by the Trustees in the summer of 1928 for $15,000.

After the trials and discouragements of the "lean years", Dr. Sprague had realized some of his dreams. In spite of the deficits, he had kept up the buildings and steadily improved their equipment. He had increased salaries and maintained a full teaching staff. Sometimes when Dr. Sprague proposed a new expenditure, the Trustees would raise the question of money, but Dr. Sprague would insist that the money could be found, that he would go out and collect it if necessary. Prof. Dean once made the comment, "Dr. Sprague always paid our salaries on time. I used to wonder where he got the money to do it." The 75th anniversary campaign followed by the F. M. Kirby gift made it possible at last to carry the expenses of the school and to have a surplus. His patience and persistence had at last borne fruit.

3. He Would Say, "Carry On!"

The completion of Sprague Hall left the school with a debt. Another new building without endowment funds for its upkeep increased, as the years passed, the drain on the regular income. Not only that but the large enrollments began to drop off in the early 1930's as the effect of the panic of 1923 and the subsequent depression was felt. Just as the experiences of the panics of 1873 and to

a lesser extent, 1893, showed, the registration held up for about three years but then the steady decline set in until economic conditions improved. The Trustees reported to the Conference in 1930 that the unpaid total of regular pledges was $154,711, and that $148,350 remained to be paid of the other pledges. Following this statement a resolution was adopted by the Conference to appoint an executive secretary of the "Wyoming Seminary Enlargement Program" whose function it would be to collect the unpaid pledges and to promote gifts for a fund to make possible the pensioning of teachers . . . "who have given many years of faithful service to Wyoming Seminary . . . ," and to increase the Scholarship Fund so that more young people of limited means could secure . . . "that intellectual and spiritual training which is provided by the Seminary." Dr. L. C. Murdock was appointed the executive secretary or agent at a salary of $5200 a year and traveling expenses. To facilitate his work, the Board authorized him in March, 1931, to hire legal counsel, if necessary, to promote the collecting of pledges of $100 or more. Dr. Murdock continued this work for two years. The Trustees were satisfied with his success in the face of depression years and adopted a resolution of appreciation for work ". . . faithfully and efficiently performed." Dr. Murdock in his report dated from April 1, 1930, to March 28, 1931, summarized the situation as follows:

"Regular pledges unpaid	$116,840.02
Estate pledges unpaid	139,100.00
Annuity pledges unpaid	5,600.00
Life endowment pledges unpaid	450.00
Total pledges unpaid	$261,990.02

Pledges unpaid meant debt for Sprague Memorial Hall, and new problems of financing with the effects of a panic eating into the year's income. When Dr. Sprague read his report to the Trustees at the March meeting in 1931, he explained the situation in these passages:

"We have registered during the year to date 775 students . . . One year ago at this time we registered 780 students. There has been this academic year a general falling off of attendance in the colleges and preparatory schools throughout the country.

"We raised the rates of schooling one year ago $60 for boarding students, advancing from $740 to $800, and from $290 to $300 for day students in academic studies. We advanced rates for the College of Business in the commercial course from $105 to $115 for eighteen weeks. . . . This gives us an income for the first semester of $17,056 more than a year ago. Probably, this is the first financial statement with a profit that the treasurer of the institution has been able to present for the first semester in forty-nine years.

"Our repairs during this period of forty-nine years have cost us over $300,000; more than half of this sum has provided improvements in the dormitory, including heat and light . . . Our repairs one year ago, when we provided a new kitchen and changed the Society rooms and recitation rooms into dormitory rooms, cost $38,838. This year the repairs cost $7760.

"We were owing on notes one year ago $104,000. This sum has been reduced to $75,000. We are now owing . . ." $58,000 in notes which . . . "are on the Sprague Memorial Fund and their payment is secured by pledges . . . ," and

"$9000 . . . on the Grover house . . ." and the rest on money borrowed the previous year. In regard to the other phases of the Enlargement Program Dr. Sprague wrote, "more and more I am deeply impressed that the success of the Seminary, henceforth, will be governed almost entirely by superior teachers elected by the Board of Trustees. And to secure and keep teachers of fine personality and superior education for a lifetime we must pay larger salaries than we are now doing. . . . We now have no Pension Fund and are not providing salaries that will enable teachers to lay up much money. It is of very great importance that our Endowment Fund shall be increased in order to pay larger salaries. We have now (1931) according to the ratings of our Woolworth, about $1,400,000. This fund ought to be raised rapidly to $3,000,000 and later to $5,000,000 in order to pay teachers the salaries they ought to receive.

". . . I should not recommend the raising of the rates of Wyoming. Wyoming is an institution for the middle classes. We ought to have a good many scholarships for bright people of this class who do not have very much money. For that reason I am asking Dr. Murdock, in his addresses before congregations, to urge that Wyoming Seminary be placed in their wills for endowment purposes as well as for scholarships and pensions. Money cannot be placed where it will be more fruitful for building up the Kingdom of our Lord than in this great Christian school, the Wyoming Seminary of the Wyoming Annual Conference. Let me most respectfully urge too, that the Trustees very early place in their wills respectable amounts for these great purposes."

The year 1931-1932 was Dr. Sprague's 50th year as president of Wyoming Seminary. In the June meeting of the Board in 1932 the members drafted resolutions of appreciation. In the half century of his administration, ". . . Wyoming Seminary, largely because of his wise, efficient, and far-seeing leadership has expanded greatly in buildings and equipment, size of student body and amount of endowment; and has moved steadily forward even in the particularly trying years of its history, upheld primarily by his unfailing courage and his steadfast vision. . . ." Not only the material development enlarged the usefulness of the school, but . . . "Wyoming Seminary has through his careful selection . . . of faculty members, maintained an increasingly high standard of intellectual ability and moral and spiritual idealism among its teaching staff . . ." The resolutions closed with these appreciative words: "We express to him our sincere appreciation of his stalwart Christian character, his open friendliness, his deep human sympathy, his business acumen, his far-seeing vision and his contagious faith. . . ."

The combined problems of the building debt and the depression brought the administration to a painful decision in the March meeting of the Trustees the following year. Ever solicitous for the welfare of his teachers and anxious to improve their material security, the necessity of dropping three teachers was especially hard for Dr. Sprague. It was the first time in his fifty-one years he had to reduce the number of his teaching staff. But the security of the school and the welfare of everyone concerned was at stake. The Board abolished the Home Economics department and dismissed three teachers with the motion

that the secretary of the Trustees explain to the teachers who were not reelected the regret of the Board that they could not be retained. "Dr. Sprague testified to the high quality of their teaching." In addition the cash salaries of the teachers were cut ten per cent and the salaries of non-teaching employees were reduced. In June the deficit for the year 1932-1933 was over $15,000. Thus the deficits had begun again. There would have been a deficit in June, 1932, if Woolworth had not paid a special dividend of $30,000. The number of students in 1932-1933 had been 531, a drop of over 200 when compared with 1929 and 1930.

At the April meeting of the Board in 1934, further steps were taken to improve both the registration and the financial condition. The Trustees elected Ben Moses as the Alumni Secretary, the first time such a position had been filled at the Seminary. He was to establish contacts with the graduates of the school and to visit prospective students. Dr. C. H. Newing was appointed to make collections of the unpaid pledges of the Sprague Memorial Fund. Dr. Sprague reported to the Trustees in November, 1934, that Ben Moses had been unable to continue as the Alumni Secretary after the summer period. "He did very good work as Alumni Secretary during the period of three months. We regret that he was not able to take the full work. We need an Alumni Secretary to give full attention to interesting the alumni, canvassing the country for students, preaching in pulpits and addressing Sunday schools and other church gatherings." The next March the Trustees elected the Rev. R. H. Jones as the second

Alumni secretary and provided for an issue of the Alumni Record, the last that has been made to date.

In 1934 Dr. Sprague had written, "The evidences of depression were more pronounced this year than one year ago, especially in our boarding department. 'Times are hard and money is scarce,' was the sentiment of people everywhere." For the year 1934-1935, the 90th year of Wyoming Seminary, the total registration was 534, . . . three more than the previous year. The College-Preparatory Department was harder hit by the depression than any other part of the school. In his last June report to his Board of Trustees Dr. Sprague wrote, "Of course depressions such as we are going through will affect the attendance. The private schools in the country have been seriously affected in this matter. Wyoming Seminary is probably the least affected among the preparatory schools of the Methodist Episcopal Church. This is so because of our endowment.

"You will note that our loss this year aggregates $8,540.97. The loss last year was . . . a net loss of $4,284.40 but we did not borrow any money. We managed to provide for our debts hoping that the depression was at an end; this has not come to pass. But at this point you ask, 'What shall be done in this coming out in the red for two successive years?' Well, we have had depressions before . . . It is nerve-racking to the treasurer of the institution to come out in the 'red' financially at the end of the year, but if we should come out even I doubt if we should receive any gifts. We have received from Mr. and Mrs. Daniel Roberts during the year $15,000 for scholarships and endowment. They knew we needed money.

"I suggest that we borrow $5,000 for three months and whatever we have to renew at the end of three months will depend upon the response of the Alumni. . . . After borrowing the additional $5,000, our note indebtedness will aggregate $53,100. This was caused largely by the cost of the recitation building and equipment, $350,000, the heating plant $133,000, the Hilton property and moving the Nelson House $23,902, a total of $506,902, and the failure of our subscribers to the $600,000 fund of 1925 to pay their subscriptions. As a resource for paying these notes to the banks we have estate notes outstanding for more than $100,000. We are approaching the one hundredth anniversary of Wyoming Seminary's life and work. A campaign will be put on at that time to increase our endowment and pay our debts. . . .

"We are making now an extra exertion to secure a larger enrollment next year. The Rev. Richard H. Jones, our alumni secretary, is doing well in this work and his reports are encouraging. Prof. Austin Bishop is also making a canvass for students and he also reports favorable prospects. The only thing operating against us is the continued depression, but even this is easing up."

The Trustees, after this report, passed a resolution which expressed their appreciation to Dr. Sprague ". . . for the excellent showing set forth in his report, and for the effectiveness of his work during the year in administering the business of the institution, supervising its scholastic work and maintaining the high standards of the Seminary." There was only one more meeting of the Board in the administration of Dr. Sprague, that of July 1, 1935. This was a special business meeting in which Dr. Sprague,

among other items, secured authority to cover the roof of the dormitories with asphalt shingles to replace the old tin roof which constantly leaked. This was a characteristic request and seemed to link the closing year of his work with the opening year of 1882 when his chief concern had been the repair of the buildings.

There were honors yet to be paid to the Seminary's president in the last fall and winter of his service to his fellowmen. In November, 1935, College Ave. was changed to Sprague Ave. in honor of the contribution Dr. Sprague had made through the years to the community. The Kingston Borough Council made this change not long before Dr. Sprague's ninety-first birthday. Since Thomas Myers had opened the lane through his property for the building of the original Seminary hall, the street had been called Back Street, Seminary Street, College Street, but none of them was as significant as the new name.

On Friday, November 15, 1935, Dr. Sprague was able to go to Syracuse for a Trustee meeting and for the Colgate-Syracuse football game on Saturday. He had been a member of the Board of Trustees of Syracuse University for forty-five years. The football game brought out a crowd that filled the Archbold Stadium and the game was a typical spectacle that delighted Dr. Sprague. He was likewise able to enjoy the countless tributes paid him on his ninety-first birthday on December 23, 1935. With the coming of the new year, however, his physical stamina began to weaken, and on February 19th, a cold confined him to his bed. On February 22, 1936, when the Wilkes-Barre District Alumni Association met especially

to do him honor, Dr. Sprague was ill in bed and wrote a letter to be read at the banquet. With the same singleness of purpose which characterized his early administration when he sought a gymnasium, Dr. Sprague stressed the eminence of the school which . . . "is no longer in its adolescent life. It has come to full maturity . . . it is prepared to do a far greater work in the future training of young people of this country for the higher walks of life than it has ever done before. There will come to us in a reasonable time four millions of additional endowment giving us a total of five millions, what we ought to have, and a Pension Fund of one million dollars for teachers who give their lives to the work of training Wyoming Seminary students." His interest in the alumni was very genuine. "It has been a cherished longing with me for many years to see a great Seminary Alumni Banquet in the Wyoming Valley . . . I cannot tell you how much I regret my absence and the sorrow I feel in not being present this evening." Dean Fleck read the entire message to the guests of the evening. There was . . . "a vacant chair at the speakers' table . . . but a radio hookup carried the expressions of esteem straight to his bedside. Unfortunately," the "Opinator" report continued, "Dr. Sprague's condition was such that he was unable to listen to much of the program."

He did not recover from the pleurisy and heart condition which had confined him to his bed. On March 6, 1936, at eight o'clock in the evening the end came peacefully to Dr. Levi L. Sprague, "a distinguished educator and churchman, who during his 70-year association with Wyoming Seminary had been president of the school for

54 years. . . . At his bedside when the final summons came were his daughter, Miss Laura Sprague; his son, Dr. E. Russell Sprague; and his physician, Dr. Charles L. Shafer."

Students, faculty, and the community paid their tribute to Dr. Sprague during the following Monday afternoon when the funeral was held in the First Methodist Episcopal Church of Kingston; the borough schools were closed and a delegation representing them joined the more than one thousand persons who attended. "Prof. James Harrison, head of Wyoming Seminary Music Department, presiding at the organ, opened the services at 2 o'clock with an organ melody. Dr. George M. Bell, Wilkes-Barre District Superintendent of the Methodist Church, read the Scripture and offered prayer. The Rev. Norman W. Clemens, pastor of the Church of which Doctor was a member, read the 23rd Psalm and a part of the 14th chapter of St. John's Gospel. The Rev. Dr. John H. Race of New York City, publishing agent of the Methodist Book Concern, gave a very fitting eulogy of Dr. Sprague emphasizing his justness in life. The Rev. Dr. Clemens read a hymn and then Bishop Richardson of the Philadelphia area delivered the funeral sermon paying tribute to Dr. Sprague. . . . He closed with a prayer. The Rev. Dr. Bell read Tennyson's 'Crossing the Bar', and the services were concluded with Prof. George V. Sheeder of the Seminary Music Department playing on the violin, with an organ accompaniment by Prof. Harrison, 'The Largo' from the 'New World Spmphony' by Dvorak."

The center section had been reserved for the faculty. During the five hours previous to the service, members of the faculty had served as a guard of honor while the body

lay in state. Special sections were set aside for members of the Board of Trustees and for visiting clergymen. "The Caldwell Consistory of Bloomsburg of which Dr. Sprague was a member was represented at the services by the following local 33rd degree Masons: Superior Court Judge, Arthur H. James, Frank H. Parkhurst, Walter P. Johns, Percy A. Brown, and Charles W. Laycock."

There were no honorary pallbearers but students who held offices in the various classes and representatives of Commercial carried the casket.

Following the service the funeral procession proceeded from the church to the Forty Fort Cemetery. The service at the interment was conducted by Dr. George M. Bell and Dr. John H. Race.

On Tuesday morning at 11:30 A. M. the entire student body and faculty joined in memorial exercises in the Chapel. Everyone who had known Dr. Sprague remembered some incident, some characteristic saying or gesture. His had been a long, well-rounded, and significant life. What had contributed to his success?

Dr. Sprague was well-born in the true sense of the word. As Dr. Fleck said in his Chapel tribute "He was well-born, of sturdy New England stock, and inherited from his virile sires a rugged body and active mind and an innate sense of righteousness, duty, and justice. When he was in a reminiscent mood . . . he enjoyed telling of his experiences with the axe, the plow, and the hoe. He had a kindly feeling of kinship with the common man on the farm who was earning a meagre but honest living by the sweat of his brow. Robert Burns was his favorite poet and 'A Man's a Man for a' That' was his favorite poem.

Often when we were driving through the country together he would begin in his strong sonorous tones:

> 'Is there for honest poverty
> That hangs his head, and a' that?
> The coward slave, we pass him by,
> We dare be poor for a' that!' "

Brought up in a strict, religious home, Dr. Sprague had a comprehension of values often lacking in an urban background. All his life he had a love of the outdoors. Hunting and fishing were favorite sports often referred to in "Opinator" news items of the 1880's and 1890's. He had always owned a hunting dog, always named "Dash." Almost to the end of his life Dr. Sprague kept some hens. A neighbor recalled watching him early one morning before school began, when he was in his 80's, walking out to his hen coop, axe in hand, choosing the victim, and chopping the head off with the same ease and despatch as a young man might do the task. To the end of his life walking was a favorite exercise. When he rode in his 1927 model Peerless car, which he always said was the "Seminary car", and not his own, he liked to drive at a good speed and would occasionally ask the student-driver to increase the speed if possible. One of his drivers, Mr. Ben Moses, relates the following incident: "I recall once being stopped by a highway patrolman for coming out of a stop-street without stopping, and the Doctor's impatience because of the delay. He ended up with a summary remark, 'Well, I'm a minister of the gospel and I assure you that there was no intent to break the law.' And it was said in such a convincing way that we were forgiven. . . ."

Dr. Sprague had a very real interest in the past especially as he grew older. He had joined the volunteers Governor Curtin of Pa. called for in 1863 when General Lee invaded the state. Without much training the volunteers were not very well prepared to meet any of the raiders from Lee's army so that the rumor of the proximity of Southern troops was sufficient to induce a retreat. But, Dr. Sprague would conclude, he did not turn his back to the enemy until all the rest did. General Grant was a hero to him and any detraction from the Union commander's laurels was sure to arouse his ire. He had a fund of information in regard to American wars. Sometimes he told stories of the War of 1812, in which members of his family had participated. In the same way, he had an interest in Wellington and the Battle of Waterloo. The writer recalls that once the members of an American History Class wanted to put on a Lincoln Day program. Working out their own numbers, they had thoughtlessly asked Dr. Sprague to take time out of a busy morning to visit the class and give a short talk. But with his usual interest in any student project he consented and showed no impatience when they kept him waiting while the preliminaries were given. Dr. Sprague told of reading the Lincoln-Douglas debates as they were published in the weekly press of the time and led from that to the self-education of Lincoln. The talk was brief and very stimulating. When the subject was congenial and the audience responsive, Dr. Sprague could speak with a moving eloquence, in spite of his age.

Occasionally he would go on a historical trip. Once a year for a number of years, Dr. Sprague, Prof. Dean,

and Dean Fleck set aside a weekend to visit some historical shrine. Mr. Ben Moses recalls these special interests in the following summary: "He knew well and could relate historical events of the counties in which he had lived and traveled. General Sullivan's campaigns in Pennsylvania and New York were as clear to him as though he had marched with those armies. Nothing seemed to give him greater pleasure than to stop along the highway and reread the accounts of Sullivan's armies as recorded on the markers erected along the Sullivan Trail. Many times, traveling at fifty miles an hour, we would pass one of these monuments, and in an unhurried manner he would turn to me, his chauffeur, and say, 'Hold on, hold on, I should like to pause a moment to read that message.' By then our old Peerless might be 500 yards down the highway. But we would back up or get out and walk back to the marker. Invariably these stops would encourage him to recount again the journey of Sullivan's Expedition. Once we turned off the highway south of Elmira, N. Y., and drove up the mountainside to the site of the Newtown battle where Sullivan's forces decisively defeated the British and Indians under Butler and Joseph Brant in 1779. There I listened to one of the best narrations on early American history that I have ever heard. The Sullivan-Clinton campaigns were close to his heart."

An elderly man in Wyalusing recalled to the writer one of these instances when Dr. Sprague was well over 80. He said that one summer afternoon he was working in the fields on his farm some distance from the road when he noticed a man hurrying over the uneven ground, coat sleeves flying from a coat just thrown over his shoulders

and what appeared to be a tall hat. When the visitor got close he looked up and inquired where the Moravian monument was. The farmer pointed toward the monument in an adjacent field and then added, "Aren't you Dr. Sprague of Wyoming Seminary?" Doctor did not inquire his identity but stared hard at him and then said his name and recalled the time he was at the Seminary and also that he had a brother who had taught two or three years at the Seminary. After a short visit, he was off at the same rapid pace to read the inscription on the monument.

Dr. Sprague had a pleasant and stimulating home life. Mrs. Sprague was a true co-partner in the great work of education. Just as Wyoming Seminary was the first consideration of Dr. Sprague, so it was of Mrs. Sprague. Their devotion to the interest of the student body and faculty made then truly the heirs of Dr. and Mrs. Nelson. In their early days there were those who had studied art under Jennie Russell and who had come to admire her abilities and to enjoy her friendship. A later generation of students had become intimately acquainted with her when the Spragues lived in the dormitories and their children were young. There had been three children, two girls and a boy. Russell Sprague became a medical doctor. Louise Sprague, the older of the two daughters, died in August, 1883. She was nearly sixteen years of age. The younger daughter, Miss Laura Sprague, taught some classes in the Seminary for a number of years and then devoted herself to her aging parents. This lifetime companionship truly reached a climax of appreciation for their work together on their golden wedding anniversary in 1919. It was a gala occasion when not only the school

but the Valley tried to express their gratitude to two such distinguished citizens. The Trustees voted to have a reception for Dr. and Mrs. Sprague on their 50th anniversary. The "Opinator" for January 15, 1920, reported the event: "At the house of Dr. and Mrs. Sprague was celebrated their golden wedding on December 22, 1919. A dinner was served to the Board of Trustees and the immediate family; and in addition to a gift of $12,500 by the Board of Trustees, many other valuable and appropriate gifts were received. Col. Darte, vice-president of the trustees, made the presentation speech, in which he spoke in a very touching manner of Dr. and Mrs. Sprague in their unparalleled service at Wyoming Seminary. . . . In the evening a reception was given in the Seminary parlors by the faculty and Board of Trustees. Throughout the entire evening friends from all over Wyoming Valley came in to offer congratulations."

Less than two years later on Friday, September 16, 1921, Mrs. Sprague died. The Secretary of the Board of Trustees wrote, "For fifty-two years she mothered the institution, watching it outgrow the swaddling clothes of a precarious existence, to a position of prominence and leadership among preparatory schools." Even though the blow was a heavy one and he was no longer young, Dr. Sprague returned to his work with unfaltering courage and devotion to duty. Dr. John H. Race who had known Mrs. Sprague both as a student and later as a faculty member wrote of her: "Sham and pretense had no standing in her presence. She was keen to discern hypocrisy no matter what the garb. But whenever and wherever there was a call for a genuine ministry her fine soul eagerly gave

heed. As if by an intuition she comprehended a given problem and had her solution. Action quickly followed. Literally multitudes are witnesses to the helpfulness of her sacrificial and useful life. . . . Her immediate and large circle of friends and neighbors have always recognized the strength of her personality, her kindliness, and the sincerity of her life." A number of years later after Sprague Hall was built the following incident occurred one Saturday afternoon to the writer. With that attention to minute details of administration which never interfered with his grasp of the larger principles and policies Dr. Sprague knocked at the door. Someone had told him the water in the dormitories had a bad taste and smell and he wanted to try it from a water faucet in a teacher's apartment. He came through the bedroom to the bath and turned the water on tasting it and smelling it. What he thought of the water the writer has no recollection but as he turned to go out his eye caught sight of the single bed of the bachelor's quarters. He hesitated a moment and then with a twinkle in his eye he said, "You should have twin beds, Professor." After a comment or two about modern living and twin beds, he added, "We like to have our faculty members marry, settle down, and stay a life time at the Seminary." Then Dr. Sprague became quite serious. "I came here a young teacher like yourself. And here I met Jennie Russell, a fine woman, Professor. I married her and we settled down here in Wyoming Seminary. That was a good thing for me . . . a good thing." With that very genuine compliment to his co-partner of nearly fifty-two years, he was on his way to attend to some other business of the school.

After the death of her mother, Miss Laura Sprague did her utmost to provide the necessary care and comforts for her father. The social functions of the school year and the entertainment of the many visitors continued as ever. Miss Sprague was always an impeccable hostess presiding with dignity and charm. All who knew Dr. Sprague in his last decade realized how important Miss Sprague's solicitude for her father was in adding to his years of service and in making the closing period of his life very pleasant. Her loyalty and devotion to Wyoming Seminary was expressed in a way that only a few were cogizant of but which was very genuine and of inestimable value in the development of the school. Miss Sprague since the death of her father has made her home in Kingston. Her interest in and attachment to the Seminary has never abated.

Dr. Sprague was not an easy man with whom to become acquainted. Brusque and reserved, he was no back-slapping, hail-fellow-well-met type of churchman or school master. Those qualities which so bound to Dr. Sprague those who worked with him could be appreciated only as the daily routine unfolded his devotion to duty, his sincere regard for student and for teacher, his deep-rooted faith in God, and his unremitting labor to make this a better world, his whole-hearted generosity, his breadth of understanding and outlook, his great courage and unfailing optimism. There is not a teacher who has remained any length of time but tells a similar story in regard to first impressions of Wyoming Seminary under Dr. Sprague. Usually the teacher came expecting to remain a year or two at the most. The arrival was not a heartening experi-

ence and many have felt like leaving within a week or so. The experience of the writer was typical. As he arrived at the busy time, the beginning of the opening week of school, it was difficult at first even to find Dr. Sprague. But he appeared, hat on, coat about his shoulders and led the way to the third floor where the room for new dormitory teachers on the boys' side was forty-five. The room looked out on the back campus but the furnishings were a little startling at first. The bed had springs but the mattress had not appeared yet. The bureau had lost a leg and there was one cane seat chair in the room. The rug for the floor had not been put down. Dr. Sprague merely said, "This is the room, Professor." And then as he started down the hall he added, "I don't believe you will have any trouble finding the dining hall when lunch is served. Just follow the crowd, Professor, when the bell rings." And he was off. In regard to the entire routine little was said. The teacher was left on his or her own to find out the routine matters, disciplinary practices, etc., by careful observation and questioning of older teachers who knew "the ropes". Whether the chore was Senior orations, hall duty, or day room duty, the new teacher began on his own with a minimum of instruction and made of his work what he could. When seen in perspective, the whole experience was calculated to develop an independence of action and thought which had made great teachers who had given to the school many years of service. Aid and advice were ready if needed but the new teacher was not given props to hold him up. Instead there was an opportunity for self-development. Through the week's routine, month in and month out, the pattern was set by Dr. Sprague who had

no awareness he was placing the standards of performance on so high a level. Sometimes his temper was aroused and he would speak out sharply. If he were mistaken, he was equally as quick to acknowledge it. His oft repeated, "We must have the best possible school"; his constant anxiety for the welfare of students and of his faculty could not but impress and inspire all who worked with him. Quick to detect fraud or imposition which aroused his indignation he was just as quick to appreciate extra effort and sincere determination to do as well as possible. Little escaped him.

Dr. Sprague was a genuinely religious man. His faith was all-encompassing. "The Lord will provide," was an oft repeated truth with him. But only gradually did one come to realize that he meant the Lord would provide if he worked indefatigably and moved heaven and earth to make the provision possible. He did not believe in long sermons or moralizings. He once said to the writer, "No sermon should be over twenty-five minutes long. Twenty minutes is a good length." Every Sunday saw him with his tall silk hat on his way to church if he were not preaching himself. Given many years of service he made the best use he could of his talents in that service. Indeed there was greatness in him in the true sense of the word. To work under his guidance, to know him intimately was a unique privilege and a most stimulating influence. He did not limit his Christian convictions to pulpit eloquence and wise counsel, but rather he lived them in the daily give-and-take of life. A dormitory student relates this incident:

"During the school year of 1925-1926 it was my privilege to serve as head waiter at Wyoming Seminary. That was

during the days of increasing wages and labor organizing activities. The boys who waited on table felt that they should be in on the increases that were prevalent across the country. Perhaps because I was head waiter, or because I was easily persuaded, I was chosen to interview Dr. Sprague. Finding him in his office with a few minutes available, I explained the situation in my most dignified school boy manner. Almost at once Dr. Sprague became quite angry. He said that the school was paying very well and that we should consider it a privilege to have the work available so we could take advantage of the opportunities of the school. As soon as I could I made a timid apology and went to my room which was in the far corner of the fourth floor.

"About twenty minutes later someone rapped on the door and in answer to my call Dr. Sprague stepped in. He said, 'I may have spoken hastily a few moments ago. If I did, I am sorry. I will take this matter up with the Board of Trustees and if anything can be done you may be assured we will do it. Of course we want to do the best we can for the students of the school.' A man well past eighty had walked up three flights of stairs to apologize to an ill-advised student. Only great persons are so humble."

Perhaps no finer estimate was made of Dr. Sprague than that of his fellow board member, Dr. Leon K. Willman, who wrote, "What does Dr. Sprague mean to me? . . . I have always marveled that he was unspoiled by praises and tributes, that he lived 'without vanity and hypocrisy'; that he was unimpeded by an iron-bound schedule, but had freedom for genial friendships and a lovely home life; that he existed in an institution which was the lengthened

shadow of him, yet was never cramped by narrow interests, but was devoted to his church and community, yet was unmarked by warpings of judgment or blemishes of disposition. He shared our life in a changed and troubled world, yet remained serene in his faith in the higher order, kind in estimates, firm in moral decisions. He had only one kind of pride—that which was built out of the careers and character of his old pupils, whose names and achievements he could recite by the hour. Here was a man who had a divine secret in his heart; who had an altar set up in his soul, before which he bowed daily; who walked his quiet ways sustained by an invisible comradeship."

4. Members of "A Body of Devoted Men"
The Third and Fourth Generation

At the turn of the century two women died who had been closely associated with the development of Wyoming Seminary. Mrs. Jane Scott Nelson passed away on March 19, 1899. Her association with the school had been that of a teacher and a supervising mother who could do much to watch over the students' ills and difficulties when her husband was away or occupied with other labors. Mrs. Nelson had established the Art Course at Wyoming Seminary and from the beginning had so conducted the work that the art exhibitions played an important part in the Anniversary Week. She had been a real partner in the progress of the school. A contemporary wrote of her, "Her aid to Dr. Nelson in the management of the school at critical times was of the highest importance. She had a precision of judgment, a woman's

intuition of seeing at once the true nature of a thing that made her advice almost faultless. She had a courage, a clear sense of right and a determination to follow the right, that, at critical times rendered her a true heroine." During the twenty years of her life following the death of Dr. Nelson in 1879, Mrs. Nelson had lived with her daughter and her son-in-law, George S. Bennett, in Wilkes-Barre. However, she kept her membership in the Kingston Methodist Episcopal Church. "She gave her residence in Kingston to the Seminary. She has given largely toward the endowment and the improvements at the Seminary for many years."

Early in the year 1901 Mrs. Caroline M. Pettebone, the daughter of William Swetland and the widow of Payne Pettebone died. Imbued with the spirit of Wyoming Seminary by her father, she and her husband had had a life long interest in the institution. After her husband's death, that interest had continued unabated. When Dr. Sprague most needed the generous aid of a friend of the school, she had made the gift of the gymnasium. This gift filled a need which had grown steadily ever after Dr. Sprague became president.

The family continuity on the Board of Trustees of both William Swetland and Payne Pettebone had continued after the latter's death in 1888 with the election of Allan H. Dickson as a trustee. Mr. Dickson had married in 1874 Catherine Swetland Pettebone, the daughter of Mr. and Mrs. Payne Pettebone. Born in Utica, N. Y., in 1851, Allan H. Dickson had attended Yale University until ill-health at the beginning of his sophomore year forced him to leave. He spent over a year and a half in Mexico return-

ing to Yale in January, 1871, to complete his sophomore year. Without continuing college Mr. Dickson went to Heidelburg, Germany, where he studied the German language. After a short time in Berlin, and a tour of Switzerland and Italy, he returned to Wilkes-Barre. He entered the law office of Henry M. Hoyt in 1873 and studied law. On Sept. 14, 1874, Allan H. Dickson was admitted to the Luzerne County Bar. Two months after his admission his marriage took place. Possessed of a keen and logical mind, with a broad background, and long association with older men, Mr. Dickson was very successful in his profession. He quickly became a leader in the Valley and served on the Wilkes-Barre City Council. Although a Presbyterian, he joined M. E. Church of Wilkes-Barre. His death on Jan. 13, 1893, was sudden, for few people knew he suffered from a heart ailment and he never spoke of his condition to anyone. "A handsome, well-built figure" . . . seemed to suggest rugged health. Although he was a trustee only from 1889 to 1893, yet his fellow members on the board agreed that they had lost one ". . . who cherished Wyoming Seminary's interests, thoroughly appreciated the work of education, and who served the institution faithfully and well."

Although the continuity of the Pettebone-Swetland families was broken for a time so far as the membership on the Board of Trustees was concerned, yet the support and aid was sustained by Mrs. Pettebone and Mrs. Dickson. The custom of permitting women to serve on boards of directors had not been adopted; otherwise, one or both would have been invited no doubt to serve. But the reader recalls the gift of the Pettebone gymnasium which was a

testimony to the relationship which had sustained the school in difficult times, and Mrs. Dickson maintained in the same way her enthusiatic support of the Seminary until her death on August 27, 1930. Her friendship was a source of inspiration to Dr. Sprague in carrying on his work. "The Dickson Girls' Study Room was named in honor of her contribution to the Sprague Memorial Hall. Her interest in Wyoming and her financial help in its material development have provided an inheritance to young people for intellectual and spiritual growth for generation after generation." Mr. and Mrs. Allan H. Dickson had a daughter, Dorothy Ellen Dickson, who married Major Franck G. Darte in February, 1906. Major Darte was the son of Judge Alfred Darte. The latter was the descendant of settlers from Connecticut. He and his father had served in the Civil War. Judge Darte had attended Wyoming Seminary in the years from 1853 to 1858. At that time he was a resident of Carbondale where his father had a law office. After his years at Wyoming Seminary he read law in his father's office and was admitted to the Luzerne County Bar in 1859. After service in the Civil War he settled in Kingston, for he had, in 1863, married Catherine Sealy, a Kingston girl. He rose in his profession to become a judge on the Luzerne County Court bench. They had no children and thus came to adopt Franck G. Darte who had been born in Philadelphia in 1873, the son of George L. Franck. The latter at the time of his death was a Professor of Civil Engineering in the University of Pennsylvania. As both of his parents died Judge Alfred Darte adopted the small boy, sent him later on to Wyoming Seminary and then to Yale Univer-

sity. Major Darte graduated from Yale in 1896. When the Spanish-American War broke out in 1898 Franck Darte became a corporal in Co. D, the 9th Regiment of the Pennsylvania Volunteers. After the war he reenlisted in the National Guard and became a major and later a lieutenant-colonel. Col. Darte was like his father and grandfather interested in the law and he was admitted to the Luzerne County Bar in 1899. In 1911 he was elected a Trustee of Wyoming Seminary; thus restoring the traditional ties of the Swetland-Pettebone families with the board. Col. Darte served as a Trustee until his death in 1937. Two years after his election, at the board meeting on June 16, 1913, he was elected vice-president of the Board of Trustees, an office he was regularly reelected to each year until the death of Abram Nesbitt, the president of the Board. At the June meeting of the trustees, in 1920, Col. Darte was elected president of the board. He was annually so honored by his fellow Trustees until his death. When Col. Darte died in 1936, it appeared that once again the continuity of the Swetland-Pettebone family had been broken. Mr. George Brooks of Scranton was elected to fill the vacancy. But two years later at the Trustee meeting held on October 7, 1938, Dr. Fleck broke the precedent and proposed that Mrs. Darte be invited to be a Trustee of Wyoming Seminary. At the Board meeting on Dec. 16, 1938, Mrs. Darte's letter of acceptance was read in which she wrote, "I feel greatly honored by the invitation to become a member of the Board of Trustees of Wyoming Seminary and I shall be most happy to be connected with that splendid institution in which my family have taken so keen an interest for three

generations." Mrs. Darte is the first member of a fourth generation to serve on the Board as well as the first woman to be a member of the Wyoming Seminary Board of Trustees. Mrs. Darte has been an enthusiastic and helpful member whose contribution to the success of the school in these days of confusion and war is very real as the contributions of William Swetland and Payne Pettebone were in the early days of the institution.

There was likewise a continuity of the families of Ziba Bennett and, by marriage, of Reuben Nelson. The reader will recall that Ziba Bennett retired from the Board of Trustees in 1873. His son, George Slocum Bennett, was elected to the board by the Conference in 1873 and served until his death in 1910. Payne Pettebone was president of the Board of Trustees after the death of Reuben Nelson in 1879 until his own death in 1888. At the regular June meeting that year, George S. Bennett was elected president of the board, an honor which he received each year until his death in 1910. George Slocum Bennett was born in 1842 and grew up in the Valley. He prepared for college in Wyoming Seminary, attending in the years from 1852 to 1856. He entered Wesleyan University and graduated from that institution in 1864 with an A. B. degree and the honor of a Phi Beta Kappa Key. After his graduation from college, he traveled in Europe and returned home to enter the Wyoming National Bank with his father. He became a member of the Board of Directors of the bank immediately. Before the close of the century his business affiliations were many, including the presidency of the Lace Works, treasurer of Sheldon Axle Co., member of the firm of Bennett, Phelps and Co., manager of the Wilkes-

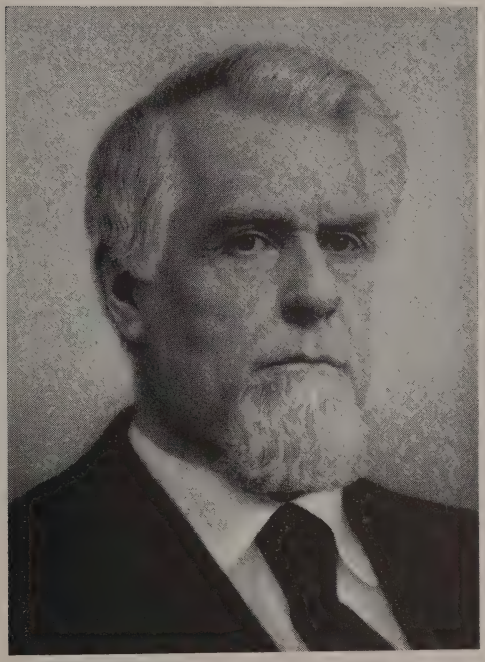
Barre Bridge Co., etc. His talents and interests were not, however, confined to business. He was a member of the Wilkes-Barre town council, 1868-1870, and a member of the school board, 1870-1873, president of the board in 1883; likewise, he served as president of Wilkes-Barre Y.M.C.A., manager of the Wilkes-Barre Hospital, and took part in the work of the Franklin Street Methodist Episcopal Church, etc. His interest in Wyoming Seminary he inherited. Then in 1871 he married Ellen W. Nelson, the daughter of Dr. Nelson. This was a marriage of two families whose members had done so much in the founding and development of Wyoming Seminary. The issue of the "Opinator" for November, 1898, featured the picture of Mr. Bennett and an accompanying article paid a tribute to a distinguished son of the Seminary. The article stated: "Mr. Bennett represents a growing class of business men in this country who have secured a college education and who are thereby fitted for the higher stations of culture and usefulness. He is a trustee of Drew Theological Seminary, of Wesleyan University, and has been for twenty-five years a trustee of Wyoming Seminary....Mr. Bennett occasionally finds time for literary work and has given several lectures to the great delight of his audiences. Wyoming is proud to note him as one of her most honored alumni." The trustees paid a tribute to their fellow member upon the occasion of his death as a faithful and efficient worker who always kept a . . . "cheerful and hopeful attitude toward the affairs of the Seminary in times of depression . . . ," as a generous supporter of the school who had not only given freely of his time and energy but

had been . . . "liberal in sustaining its material interest by his beneficence . . ."

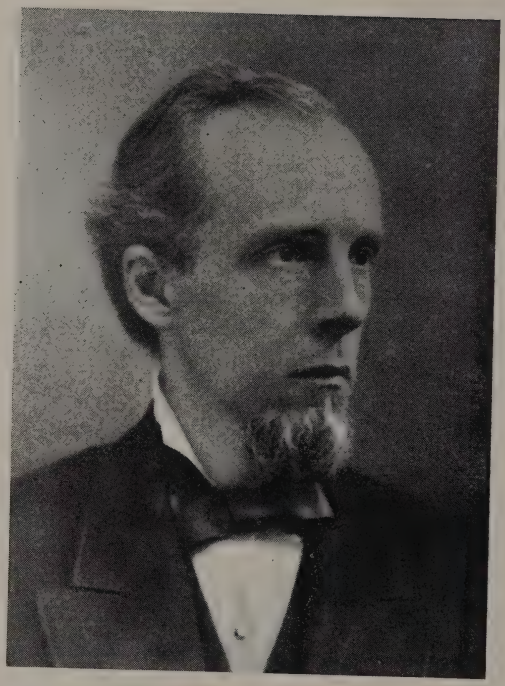
Mr. and Mrs. Bennett had three children: a daughter, Martha Phelps Bennett, and two sons, Reuben Nelson Bennett, now deceased, and Z. Platt Bennett, the successor to his father on the Board of Trustees. He was elected as a trustee in 1910 and has served continuously through the centennial year of Wyoming Seminary. Since the death of Col. Darte, Mr. Z. Platt Bennett has been the president of the Board of Trustees. As had been the case with his father and his mother, Z. Platt Bennett attended the Seminary and completed his preparation for college, graduating in the class of 1899. He, too, attended Wesleyan University graduating in 1903. The reader will recall that, although Reuben Nelson Bennett was never a member of the Board, he was chairman of the combined conference and alumni committees which raised the $200,000 endowment fund in 1914. Indeed his work for the school had been so effective that both the conference and the trustees paid tribute to his role in the final success of that campaign. Thus the loyal devotion to the Seminary of both the Bennett and Nelson families has been continued through the first century of the school's service to the community, the conference, and the youth of each generation.

A third family continuity in successive generations with membership on the Board of Trustees has been the Shoemaker family of Wyoming, Pa. Isaac C. Shoemaker had been one of the triumvirate of benefactors to Wyoming Seminary that day in 1848 when he, accompanied by William Swetland and Payne Pettebone, had stepped for-

ward to affiliate himself with the Methodist Episcopal Church. He had been one of the four who contributed the money to build Union Hall after the fire in 1853. Finally, he had been elected to the Board of Trustees in 1865. He served but a short time as a Trustee because of his death in Jan., 1875. Isaac C. Shoemaker was the son of Isaac Shoemaker who had come from Northampton County, Pa. to Wyoming Valley and had purchased the Carpenter Mills in Wyoming. The name soon became Shoemakers' Mills and following his death two of his sons Isaac and Samuel continued in his business. Isaac C. Shoemaker had been born in 1810 and had grown up in Wyoming. He married Catherine A. Shoemaker in 1837 and the same year he purchased a carding and fulling mill which he equipped and began producing such products as . . . "Satinet, flannels, twilled blankets, fulled cloth and yarn for carpets and stockings . . ." From the profits of the satinet trade, Isaac C. Shoemaker built a row of cottages on West Eighth St. which were called "Satinet Row." From this it can be seen that he was a man of initiative and enterprise who developed industry in the Valley at a period when such activity was pioneer work. Mr. Brewster in his history of Kingston states, "Prior to the Civil War, this was the largest woolen factory in Northeastern Pennsylvania." Monday Jan. 18, 1875 at the time of his death the editor of the "Daily Record of the Times" wrote, "Mr. Shoemaker has been a good citizen, enterprising, honest and industrious; he was the proprietor of the factories at Wyoming which had been carried on latterly in the name of Isaac C. Shoemaker & Sons." His son, Jacob I. Shoemaker, entered the business

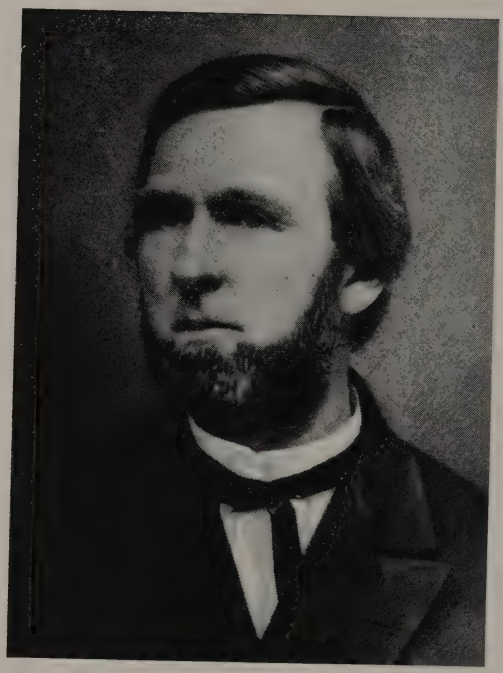


Dr. Reuben Nelson.

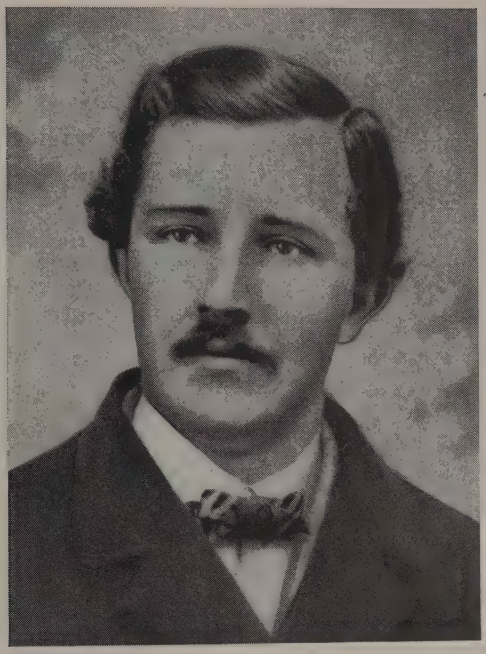


Dr. David Copeland, 3rd Principal.

The Original Seminary Building, 1844.

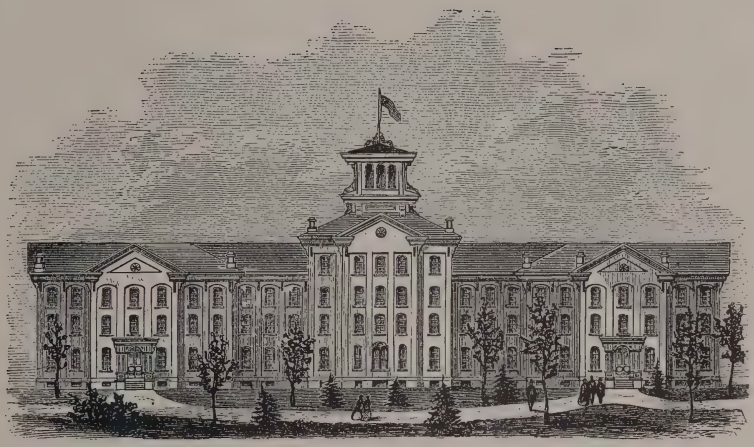


The Rev. Young C. Smith.



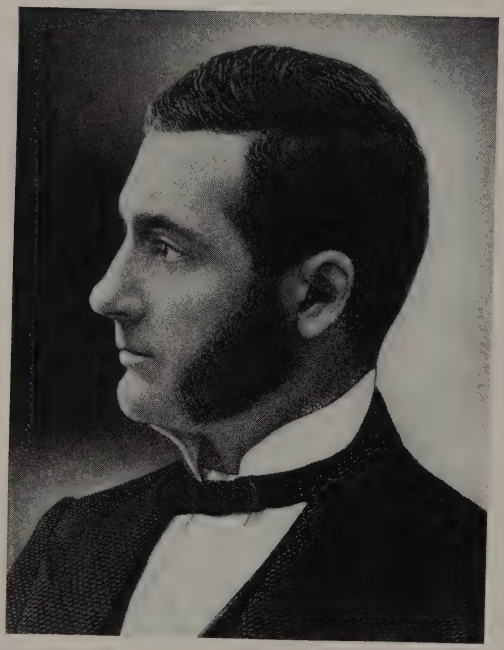
L. L. Sprague, Student-Teacher, 1866.

1854
On left hand side of street—Swetland Hall, Wyoming Seminary Hall, Union Hall.
(Across street on right of picture) Ladies' Boarding Hall.

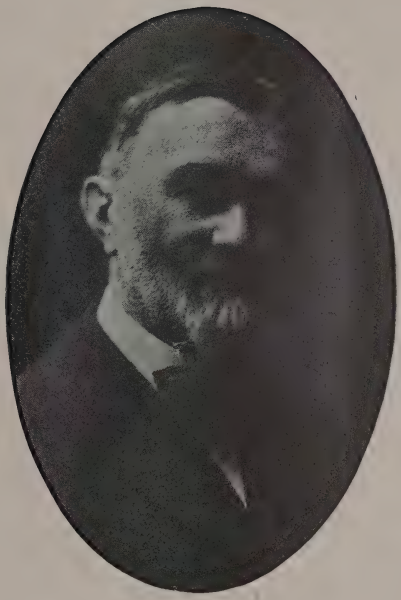


Centenary Hall.

Swetland Hall | South Wing | Commercial Hall | North Wing | Union Hall



Prof. W. S. Smyth



Prof. Willis L. Dean, 3rd Principal of Commercial.

Prof. Willis L. Dean's Penmanship Class.
(Prof. Dean seated at the right)

Wyoming Seminary Faculty, 1885.

Left to right seated: Prof. R. B. Howland, Charlotte Blackman, Levi L. Sprague, Hugo V. Stadler, Anna A. Fisher, Charles M. Allen

Standing left to right: Wesley A. Kuhn, Alice Bannister (Mrs. J. H. Race), Myron R. Sanford, William Putnam

Football Team of 1888.

Miss Ellen Martin, Principal.

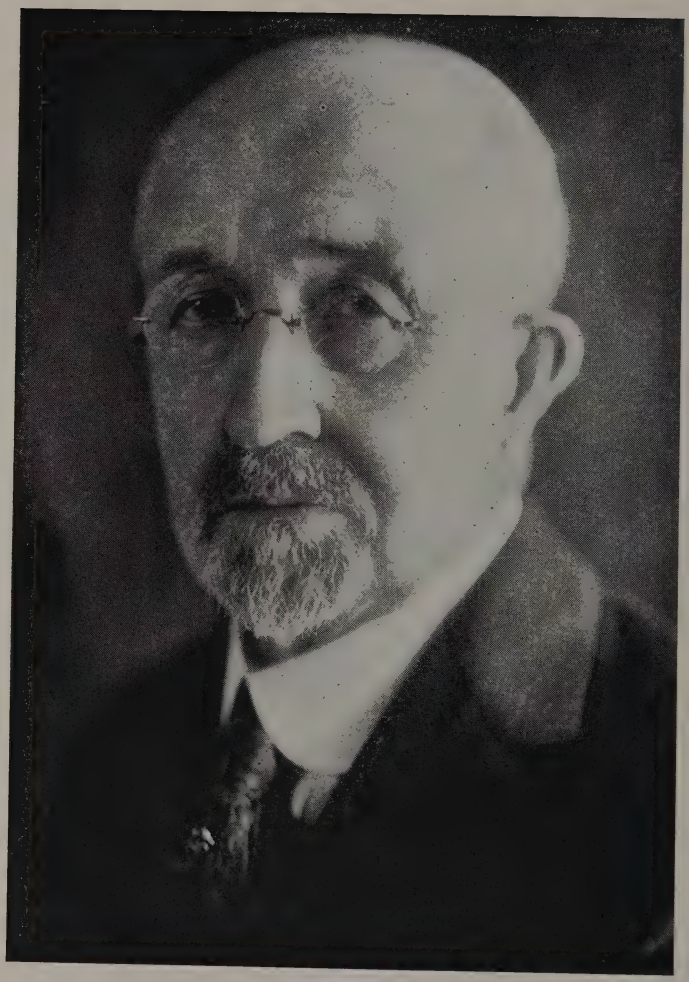
Miss Anna A. Fisher, Principal.

Mrs. M. M. Beebe, Principal.

Nelson Memorial Hall.

The George F. Nesbitt Memorial Stadium.

Sprague Memorial Hall.



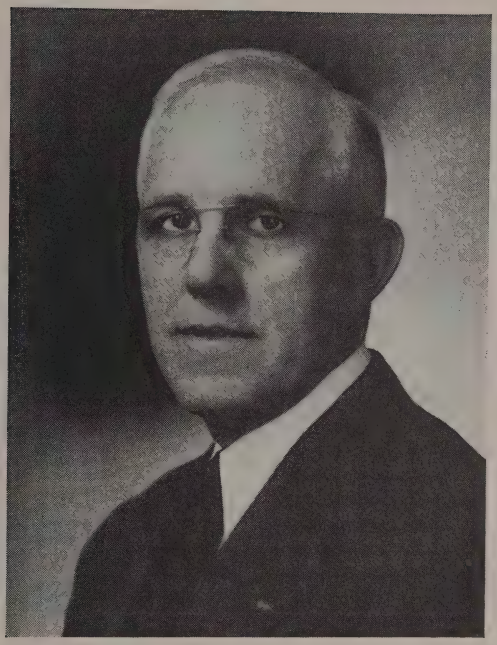
Dr. L. L. Sprague.

Prof. W. L. Dean, Director of the
Dean School of Business.

Swetland Hall, Administration Hall, Union Hall Today.

Dr. Wilbur H. Fleck, 5th President.

The Remodeled Chapel.



Prof. E. E. Quay
Director of the Dean School of Business

Miss Erma Foster, Preceptress.

Dean James A. Adams.

in 1860. The latter continued in the firm until the mill was closed down in 1880. Jacob I. Shoemaker was born on April 7, 1839 in Wyoming, the second child of the marriage. He completed his education in Wyoming Seminary. When the Civil War broke out he served in Co. E, 43rd Pennsylvania Volunteers.

During the war Jacob I. Shoemaker and Mary M. Sharps, daughter of John and Catherine Breese Sharps, were united in marriage. After the war he returned to business with his father and uncle at the Carpenter and Shoemaker's Mills. He likewise was a builder, a dealer in flour and feed, and a farmer. He entered into the religious and political life of his community. After Wyoming was separated from Kingston Township in 1885, he served as president of the Borough Council in 1886. When West Wyoming separated from Wyoming Borough in 1898, Jacob I. Shoemaker was appointed to give notice of the election of officers for the new borough. Mr. Shoemaker was a member of the Board of Trustees of the Methodist Episcopal Church and was elected a Trustee of Wyoming Seminary in 1874. He served until his death in 1927, a period of 53 years, the longest time any trustee has served on the Board of the Seminary in the century.

Mr. Jacob I. Shoemaker had a younger sister, Mary Alice Shoemaker, who married, in 1865, Henry Van Scoy. They became Kingston residents and for many years Mr. Van Scoy ran a bakery in the property now owned and occupied by Mr. E. F. Schmaltz. Mr. Van Scoy likewise took a prominent part in the affairs of the community. He was postmaster in Kingston Borough from 1886 to 1890 and again from 1894 to 1898. He also served as

County Commissioner for one term. Like the Shoemaker family, Henry Van Scoy was a prominent member of the Methodist Episcopal Church. Mr. Isaac Shoemaker Van Scoy was born in Wyoming. He graduated from the Commercial Department of Wyoming Seminary in 1885 and entered business. For many years Mr. Isaac Van Scoy has been a member of the firm of Turner and Van Scoy of Wilkes-Barre, which engages in the plumbing, heating and sheet metal business. Like his forebears he takes a real interest in the Methodist Church and in his Alma Mater. He is a Trustee of the Kingston Methodist Church and he was elected a Trustee in 1929 of Wyoming Seminary following the death of his uncle. He has given generously of his time and his substance to the development of the school. Hence, a member of the third generation of the Shoemaker family has helped to maintain that continuity of interest which has played such an important part in the success of the school.

The reader will recall the long association of Abram Nesbitt with Dr. Sprague and the work of the Seminary. The gift of the science building that bears his name was a great milestone in the progress of Dr. Sprague's administration. Although, near the close of his life, Mr. Nesbitt was no longer able to attend the meetings of the Trustees, as a mark of respect and of honor, the Board regularly elected him president each year. He served 47 years as a trustee. Following his death in 1920, his son, Abram Goodwin Nesbitt, was elected to the Wyoming Seminary Board of Trustees. During his six years on the Board he was a very active and generous member. He undertook the completion of the necessary work upon the athletic field

that his deceased brother, George F. Nesbitt, by his suggestions and efforts had secured for the use of the athletic program of the school. Thus Mr. Abram G. Nesbitt in 1922 ". . . generously built the stadium, field house, and the concrete wall enclosing the field. He also provided the cinder track and the tennis courts, and named the field in honor of his brother." It was likewise Mr. Abram G. Nesbitt who made a large donation to the proposed Sprague Hall for a gymnasium and a swimming pool to be a memorial to his sister, Sara Nesbitt, who died in 1919. Abram G. Nesbitt was educated at Wyoming Seminary and then showed a preference for a business career similar to that of his father. This was very fortunate since the tragic death of his brother, George F. Nesbitt, as the result of a hunting accident in the South in November, 1900, cut short a career of a man of ability who possessed a winning personality. Abram G. Nesbitt seemed ". . . to share his father's poise in business and in community concerns. Even before death had reduced the family to only his father and himself, he had begun to share coordinate responsibility in several important corporations. As his business acumen and high sense of honor revealed themselves, his value in collaboration increased. When his father was called from life's concerns, he naturally carried on, and took up additional burdens. He succeeded to the presidency of the Second National Bank. He showed a disposition to further humanitarian projects. He gave with a generous hand to education. . . . Though his last years were marked by ill-health, matters of wide concern absorbed his interest. Through a gift of very large

proportions he made possible an entire set of buildings for the Nesbitt Memorial Hospital, and saw to it that an endowment fund was created. . . . He also contrived land purchases adjoining for a heating plant and a nurses' residence." At the peak of his useful life in serving his community Abram G. Nesbitt died on May 3, 1926, in the sixth year of his membership on the Seminary Board.

There followed a lapse of four years when the continuity of service was broken. However, the Board elected Abram Nesbitt, 2nd who is still serving the Seminary at the close of the centennial year. Although Abram G. Nesbitt never married, his sister, Sara, married Hugh Clayton Smythe, a member of the Luzerne County Bar. Two sons were born of this marriage, Abram Nesbitt Smythe and Samuel Nesbitt Smythe. "In May, 1919, the sons were legally adopted by their maternal grandfather, and their names changed to Abram Nesbitt, 2nd and Samuel Nesbitt." Both boys attended Wyoming Seminary in preparation for college. After his graduation from college, Abram Nesbitt, 2nd entered into the business interests of the family. Samuel Nesbitt took a degree in medicine and began the practice of his profession. Abram Nesbitt, 2nd is regular in his attendance at the Trustee meetings and maintains his loyal support of Wyoming Seminary in the third generation of his family.

Of those families that have served into the second generation as Trustees of Wyoming Seminary there have been several: Benjamin G. Carpenter and Walter S. Carpenter; Fred Morgan Kirby and his son, Allan Kirby; Judge Benjamin R. Jones and his son, Benjamin R. Jones,

Jr.; John J. Shonk and A. D. Shonk; Henry H. Derr and Chester B. Derr.

Benjamin G. Carpenter became a trustee of Wyoming Seminary in 1862 and served until his death in 1889. He came of a distinguished family. His father, Samuel Carpenter, came from Orange County, N. Y., to make his home in Plains, Pa., in the early part of the 19th Century. He married a cousin, Nancy Gardiner, who came from Goshen, N. Y. Of this marriage Benjamin Gardiner Carpenter was born on July 2, 1827, in Plains. When the boy was four years of age his family moved to Afton, N. Y. where, from four to thirteen years of age, the boy lived at home on a farm with his parents. But upon the death of his father he came to Carbondale where he learned the trade of a tinsmith. In 1847, he came to Wilkes-Barre and began working as a journeyman for Theron Burnet. The following year, when Mr. Carpenter reached his twenty-first birthday, he was taken into the firm as a partner. Nine years later the partnership was dissolved, and he went into business with his brother, Emory. Finally he went into business with A. H. Mulford and Frank Dunsmore under the name of B. G. Carpenter and Co. After Mr. Mulford's death in 1875, his eldest son, Walter S. Carpenter came into the firm. By this time the business was much more than the original tinsmithing and had become a general hardware, steam heating, plumbing, and metal business. After Mr. Carpenter's death, his other two sons, Benjamin H., and Edmund Nelson Carpenter, became members of the firm. Mr. B. G. Carpenter had erected in 1872-1873 a building on West Market Street, just off the Square, where the business continued. Mr.

Carpenter had other interests than his business. He became president of the Wilkes-Barre Water Co. in 1881 and he was one of the original directors of the Scranton Stove Works. From his youth, he was a member of and a worker in the Methodist Episcopal Church. In 1852 Mr. Benjamin Carpenter and Sallie Ann Fell of Wilkes-Barre were married. His interest in Wyoming Seminary and his friendship with Dr. Reuben Nelson are evident in the fact one of his sons was named after Dr. Nelson's son, Edmund Nelson. Both Benjamin H. Carpenter and Edmund Nelson Carpenter attended Wyoming Seminary. In July of 1889 Mr. Benjamin G. Carpenter had traveled in the West and in New York state. He attended the funeral of his life long friend, the Rev. Dr. Olin, an educational leader in Methodism. A short illness proved fatal and he died Nov. 11, 1889. He was a helpful member of the Board of Trustees, for he always studied a subject so carefully before he made a decision that he had excellent arguments to support his stand and his advice was very reliable. He was a man of few words but with a sympathy and a sincerity which drew friends to him. He enjoyed entertaining friends and his house was often the headquarters for the new Methodist preachers who came to fill the Franklin Street charge. It was his custom to aid and encourage young men who were willing to work and had a deep sense of honor. His fellow trustees in their resolutions wrote, "It is with a deep sense of bereavement that we note his Christian courtesy, his genial social qualities, his wise counsel, and his faithful attendance to all the duties connected with his membership on this

Board. The Seminary ever found in him a firm friend and benefactor, both in material and in moral influence."

No one of the three sons of Benjamin G. Carpenter served on the Board of Trustees of Wyoming Seminary although their interest in the school was continued. However, one of the distinguished grandsons of B. G. Carpenter is now a member of the Board. Walter S. Carpenter, Jr., is the son of Walter S. Carpenter and Belle (Morgan) Carpenter. He attended Wyoming Seminary in the years when each senior delivered *two* orations instead of one. He graduated in the class of 1906, entered Cornell University, and upon graduation entered upon an amazing business career which has carried him to the presidency of the Dupont Corporation, a position of especial importance in this period of global war. He was elected to the Board of Trustees in 1930 and has been a member ever since. His interest in the Seminary and his generous donations to the school have forged a link with the work of Benjamin G. Carpenter over the twenty-eight years of his trusteeship.

The name of Fred Morgan Kirby is identified with a national institution, the five-and-ten-cent store, the type of business development which could only have occurred in America. He was elected to the Board of Trustees in 1910 but he had previously aided Dr. Sprague both in liquidating the indebtedness and in raising endowment. In spite of the scope of his business interests, he maintained his offices in the Miners' Bank Building and always remained active in community affairs as long as his health would permit. Mr. Kirby was a native of upper New York State in Jefferson County. He was born in the town

of Brownville on October 30, 1861, on a farm. His father, William Kirby, was a native of New Brunswick, Canada, and he had gone West with the "forty-niners" to the California gold fields. After this adventure he settled down on a farm in New York State and married Angelina Elizabeth Slater. Fred Morgan was the eldest child born of this union. He was educated in the local schools and attended the High School in Watertown, N. Y. At the age of fifteen the boy became a clerk in the dry goods store of Moore and Smith, Watertown merchants. This experience determined his career, for among the employees of the firm there were two other ambitious boys, F. W. and C. S. Woolworth. While the three were working there, the idea of the five and ten cent store was germinated. A former Watertown business man who was a partner in the firm of Barrett and Goulding in Port Huron, Michigan, returned home for a visit and described the way a Michigan firm got rid of slow-selling goods by occasionally putting up some special counters where the goods were put on sale at five and ten cents. Mr. Moore of the firm was so impressed that the next time the County Fair filled Watertown with visitors he cleared his shelves of odd-lots of slow-selling merchandise and put it on sale. The result was an eye-opener to all the store's employees and convinced several of them that here was a potential business idea waiting capital and imagination to exploit it. After six years in the employ of Moore and Smith, Mr. Kirby formed a partnership with C. Sumner Woolworth of Scranton investing five hundred dollars he had saved, as his share of the capital. "On September 1, 1884, the firm of Woolworth and Kirby opened its first five-and-

ten-cent store at No. 172 East Market Street, Wilkes-Barre . . ." This partnership lasted three years and then Mr. Kirby bought out Mr. Woolworth's interest and took his father into the business. In 1892 the F. M. & W. Kirby store was moved to the corner of Market and Washington Streets. After 1888 Mr. Kirby began expanding his business by founding five-and-ten-cent stores in many parts of the country. In 1910 the F. M. Kirby and Co. incorporated and by 1911 owned some 96 stores in the U. S. Then in 1912 the five-and-ten-cent stores of this country merged into a corporation with a capital of $65,000,000. Thus from such an insignificant beginning in Watertown there sprang the five-and-ten-cent store system. Mr. Kirby did not limit his business activities to the retail store trade but was a member of the Board of Directors or held an office in banking houses of the city such as the Miners' Savings Bank and on railroads such as the Lehigh Valley and the Mississippi Central. He was an associate of Abram Nesbitt in a number of businesses.

On May 27, 1886, Mr. Kirby married Jessie Amelia Owen who was born in Ogdensburg on Jan. 5, 1861. Of this marriage three sons were born, two of whom grew to maturity and served in the U. S. Navy during the first World War: Allan P. Kirby and Sumner Moore Kirby. Both sons attended the Harry Hillman Academy and Allan Kirby attended Wyoming Seminary. As Mr. Kirby's business interests expanded, he entered more and more into the local charitable and philanthropic projects. Like Colonel and Mrs. Franck Darte, Mr. and Mrs. Fred Morgan Kirby were active members of St. Stephen's Episcopal Church in Wilkes-Barre. Mrs. Kirby was identified with

charitable organizations. During the first World War Mr. Kirby gave of his time and money to aid the Liberty Loan and Red Cross drives. As early as 1905 Mr. Kirby had taken a real interest in Wyoming Seminary. He had subscribed to the fund to pay off the school's indebtedness. He was elected to the Board of Trustees in the June meeting of 1910. When the 75th anniversary of Wyoming Seminary was selected as the occasion to pay off the indebtedness, Mr. Kirby again made a generous contribution when the Trustees pledged $20,000 on the spot at the June 18th meeting in 1919. And then in 1921 he made the gift of Woolworth shares to the Endowment Fund which was such a substantial aid in ending the persistent deficits. As long as Mr. Kirby was able he attended the regular Trustee meetings. However, in the 1930's his health made it impossible for him to continue his work, and at the regular June meeting in 1934, the Trustees passed a resolution acknowledging his services to the school and hoping his health would be restored. A year later at their regular meeting, the Board voted an expression of sympathy to Mr. Kirby in his illness. He did not recover any measure of good health but remained an ill man until his death in 1940. In the judgment of his fellow-Trustees, "Mr. Kirby added distinction to Wyoming Seminary because of his dignified bearing, his fine comprehension of professional and administrative problems, and also because of his world-wide reputation as a business man and a philanthropist. . . . Wyoming Seminary has been able to take its place as one of the leading schools in the secondary field of education because of the generous provision

which Mr. Kirby made for the carrying on of its great work."

Following the death of Fred Morgan Kirby, his son, Allan Price Kirby, was elected to the Board of Trustees. He attended the Hary Hillman Academy, Wyoming Seminary, Lawrenceville, and Black Hall school at Lyme, Conn., in preparation for college. He graduated from Lafayette College with a B. S. degree in 1915. After college he worked a short time with the Bathurst Lumber Co. in New Jersey. Then he returned to Wilkes-Barre and entered the food packing business. When the United States entered the first World War he enlisted in the U. S. Naval Reserve and served until the close of the war. On Feb. 14, 1918, Allan P. Kirby married Marion Grace Sutherland. In 1920 he was one of the organizers of the Kirby-Davis Co. of which he became the president. He was also made a vice-president of the Second National Bank of Wilkes-Barre. Like his father he is civic-minded. He is a Trustee and Treasurer of the Angelina Elizabeth Kirby Health Center.

Four Scranton Trustees

During the early period of Wyoming Seminary, the membership of the Board of Trustees had been drawn mostly from Wilkes-Barre and from various towns on the West Side between West Pittston and Plymouth. But with the rapid growth after the Civil War of Scranton and the vicinity, it was only a matter of time before leading citizens were asked to join the Board. The first Scrantonian elected to the Board of Trustees was William

Connell who served from 1882 until his death in 1908, a term of nearly 27 years. William Connell was born in Nova Scotia on September 10, 1827. He had little opportunity for schooling and was an outstanding example of the self-educated man. As a youth he came to Pennsylvania and lived for a time in Schuylkill County. In 1852 he married Miss Annie Lawrence of Llewellyn. With the development of the Anthracite coal industry Mr. Connell came to Scranton where he made his home the rest of his life. He revealed executive and business talents which made him a successful coal operator. He was one of the founders of the Third National Bank in 1872 and became president of the bank in 1879. He likewise became president of the Lackawanna Knitting Mills and the Scranton Button Co. He was elected in 1896 as a representative to Congress and served one term in that capacity. Besides these activities William Connell was very prominent in the Methodist Episcopal Church. He was the treasurer of the Trustees of the Wyoming Annual Conference the last years of his life. He was a lay delegate or alternate to the General Conferences of the Methodist Episcopal Church in 1884, 1888, 1892, and 1896. At the Lay Conference of the Wyoming Conference in 1909, a resolution was adopted in memory of William Connell. ". . . The recent death of Hon. William Connell—is a loss keenly felt, not only by this body, but throughout the Wyoming Conference. . . . His timely and generous contributions to struggling churches in our Conference during the years are gratefully remembered, as well as his love of and benefactions to Methodism at large . . ." The Seminary Trustees in their resolutions paid tribute to his outstanding life,

". . . in the activities of which he was eminently successful and useful to his fellowmen, especially in service to both church and state . . ." and also expressed their appreciation of his "interest in Wyoming Seminary as shown by his repeated benefactions to the school and by his wise counsel in its management."

The second member of the Wyoming Seminary Board of Trustees who was a prominent citizen of Scranton was Thomas H. Dale. He was a descendant of David Dale who came from England around 1816 and settled in Covington township where he kept a hotel and farmed the land. He owned a large tract of land, called at first the Drinker Settlement, but later the name was changed to Daleville which name the community still bears. William Dale, the third son of David grew up on the farm in Daleville, became a merchant and engaged in the lumber business. Thomas H. Dale and Eleanor E. Dale (the wife of Rufus B. Howland) were two of William Dale's children. Thomas H. Dale was born in 1846 and grew up in Daleville. He had some schooling in the local schools and then went to the Eastman Business College in Poughkeepsie, N. Y. He left, however, without finishing his course when Governor Curtin of Pennsylvania called for volunteers in 1863. He served his three months and then returned to Daleville and became a clerk in the country store. When he was 21 he took his capital out of the store and used the money to continue his education at Wyoming Seminary. His money ran out before he finished his Seminary course but he taught in a country school for a while and was able finally to finish his Seminary course. He left school in bad financial straits and had not

paid his debts entirely when he married Miss Martha Grace Rounds at San Francisco in 1870. He went into the wholesale produce business with his brother, a business he remained in from 1869 until 1892. In 1886 Thomas H. Dale and Reese G. Brooks formed a partnership in the Greenwood Coal Co. and later in the Laflin Coal Co. all of which they sold to the Hudson Coal Co. in 1901. In the 14 years Brooks and Dale never had any trouble with their employees. "Mr. Dale's tact and fair dealing kept him on constant good terms with his little army of employees," a contemporary wrote, and that was in a period when conflict between labor and capital was very common. Thomas H. Dale entered into politics serving for three terms as prothonotary. In 1904 he was elected to Congress as a representative for one term. He had another interest similar to that of William Connell; he was an enthusiastic worker in the Methodist Episcopal Church, first at the Simpson Church and then at Elm Park. He was prominent as a lay leader in the Wyoming Annual Conference. He was a lay delegate to the General Conference in 1892. Thomas H. Dale was elected a member of the Board of Trustees in 1890 and served until his death in 1912, a period of 22 years.

The third trustee from Scranton served only five years on the Board. Reese G. Brooks was elected a member at the June meeting in 1902 and he died shortly before the June meeting in 1907. He came on the Board of Trustees through the influence of Thomas H. Dale. Reese G. Brooks was born in Scranton in 1846, the same year that his partner was born in Daleville. He was educated in the public schools of Scranton and then entered the coal busi-

ness which later led to his partnership with Thomas H. Dale. He was soon connected with other business corporations and served as the vice-president of the Dime Bank and of the West Side Bank. The Wyoming Seminary Trustees' Minutes for June 12, 1905, reported Reese G. Brook's gift of $1,000 to be applied on the debt. Although a member of the Board only five years, he had shown a . . . "warm and lively interest in the affairs of the Seminary . . ." and he had been one ". . . who exerted his influence not only for Wyoming Seminary but for every other cause of righteousness."

The fourth trustee from Scranton was Mr. Fred M. Kirby's one time fellow clerk, partner, and life-long friend, Mr. Charles Sumner Woolworth who is still a member of the Board of Trustees. He was first elected to the Board in 1912, two years after Mr. Kirby became a member. Mr. Woolworth was born in Rodinan, Jefferson County, N. Y. on August 1, 1856 and grew up on his father's farm at Great Bend until the age of twenty-two. He was the son of John H. and Fanny Woolworth. He attended the district schools until he was nineteen. Living most of the time outdoors he developed a fine physique by the time he became a salesman for Moore and Smith in Watertown. There he met and worked with Mr. Kirby. First he went in with his brother, Frank W. Woolworth who was starting a five-and-ten-cent store business. He opened a number of stores for his brother in cities such as Harrisburg, York, Lancaster. Then he became the manager of his brother's store in Scranton. He entered as a partner and finally became sole owner. He built the Scranton store up from a small stock of goods worth about $600

to a great store occupying a city block. He opened during the same period six other stores in New York State and three in Maine. Thus, he did a share of the pioneering work in building the great five-and-ten-cent store business. As a close associate of Mr. Kirby he became a Trustee of the Seminary and has been on the Board twenty-two years.

Two generations of the Shonk family have served Wyoming Seminary on the Board of Trustees. John J. Shonk was a Trustee from 1889 to 1900 and his son Albert D. Shonk served on the Board from 1914 until his death in 1936. John J. Shonk was born in Hope, New Jersey on March 21, 1815. His father, Michael Shonk, moved from Hope to Plymouth, Pennsylvania, in 1822. He grew up in the latter place and entered into the coal business. He began the mining and sale of coal as early as 1832, thus becoming a real pioneer in the development of the Anthracite coal business. His success in this venture led him to enter the bituminous mining business in West Virginia. His business interests were not lmited to the coal industry, for he was a director and president of the Wilkes-Barre and Harvey's Lake Railroad Company. John J. Shonk then entered politics. He was elected twice to the state legislature, served as a County commissioner, and was a justice of the peace for a long time. Mr. Shonk had two sons, both of whom had distinguished careers: George Washington Shonk and Albert Davenport Shonk. They both attended Wyoming Seminary. A. D. Shonk attended the Commercial course when Dr. Sprague first came to the Seminary and was teaching there. He regarded Mr. Shonk as an unusually good student. Thus they

became life-long friends. Mr. Shonk graduated in 1866. He then put the principles into practice, for he conducted a brick business some eight years and then entered the lumber business. His great success was in the coal and oil business in West Virginia where his father had conducted a coal business for many years. The Shonk family became prominent in the Methodist Church. A. D. Shonk was a Trustee of the Wyoming Annual Conference. He entered the field of banking and was a director of the First National Bank of Plymouth and of the Second National Bank of Wilkes-Barre. He became a Trustee of Wyoming Seminary in 1914. At that time he and his three sisters established a scholarship fund of $3500, the income from which was to be used to aid young persons who had no financial resources to attend Wyoming Seminary provided the Official Board of the Methodist Church of Plymouth recommended the student. The reader will note that Mr. A. D. Shonk gave the first $10,000 when the plan of a $600,000 Sprague Memorial Fund was suggested by Dr. Race. Strange to relate this life-long friend of Dr. Sprague died in February, 1936, less than a month before the death of Dr. Sprague. Of him his fellow trustees said, "He was always a wise counselor, a generous supporter of Wyoming Seminary, both by his good will and his means and a loyal, devoted, inspiring friend to the individual members of the Board.

Another family, two members of which served on the Board of Trustees for a brief term in each case, was the Derr family. H. H. Derr was a trustee from 1883 to 1888 and his son, Chester B. Derr served from 1902 to 1905. The Derr family was a distinguished family—members of

which moved to the Valley from Bucks County, Pennsylvania. Derr ancestors had come from the Palatinate in Germany in the early 18th century, and some of them had served in the American Revolution. Henry Haupt Derr, born on July 5, 1839, in Springfield, Pennsylvania, was the son of John Derr, a bridge builder, lumber dealer, and millwright whose business was in Delaware. The elder brother of H. H. Derr, Thompson Derr, came to Wilkes-Barre in 1860 and established an insurance business. It was for the purpose of entering this business his brother had started that H. H. Derr came to Wilkes-Barre. When Thompson Derr died, H. H. Derr took control of the business and made his home in Wilkes-Barre. He married in 1866, Mary Delilah Fell, of Wilkes-Barre. He was elected to the Seminary Board near the beginning of Dr. Sprague's administration to fill the vacancy caused by the resignation of E. C. Wadhams, and served until his death in 1888. At the time of the effort to raise a Nelson Memorial Fund, he contributed to the fund. During his five years on the Board his attendance at the Trustee meetings was very regular. By the time of his death he was regarded as one of the leading business men in Wilkes-Barre. Not only was he respected as a successful business man but as a friend and co-worker. His fellow-trustees wrote, "He has aided this institution by his labor and his money; and by his encouragement and substantial pecuniary help has helped many poor students to obtain that education which they would otherwise have been unable to secure. We realize that this was but one of the many beneficiaries of his sympathetic energies, which were exerted in behalf of humanity throughout the entire circle of his contacts. Not

weakly or negligently but helpfully and encouragingly he strove to raise the standard of manhood, beneficence, and kindness in this community. He gave the best of his efforts and means towards assisting the right objects according to his judgments. He was kindly toward all—and his charity was unbounded."

Henry H. Derr and Mary Fell Derr had seven children; the fourth child was Chester Berger Derr who was born in Wilkes-Barre in 1873. At the time of H. H. Derr's death, the insurance firm of Thompson Derr and Brother was one of the largest and most profitable in this section of Pennsylvania. Chester B. Derr continued for a while in his father's business. The Wyoming Seminary Board of Trustees nominated Chester B. Derr as a member in the regular June meeting of 1902. Between the time of his election and resignation he was absent from only two Trustee meetings. At the regular Trustee meeting on June 12, 1905, a note from Mr. Derr was read tendering his resignation as a trustee but on a motion of Dr. Sprague the resignation was not accepted. However the resignation was final, for at the April meeting in 1906, Anthony L. Williams was elected to the Board to fill the place of Chester B. Derr.

Dr. John H. Race

No member of the present Board of Trustees has had a more remarkable connection with the Seminary in more capacities than Dr. John H. Race. He has been a trustee since 1914. He had been previously a student, bookkeeper, and then faculty member. The reader will recall that Mrs.

Race was one of the talented Bannister sisters, Alice Bannister. Dr. Race's association with Dr. Sprague was a treasured friendship of a lifetime. His enthusiasm for Wyoming Seminary has always been unbounded; his aid in correcting this history of the school has been indispensable, for no one else has so intimate a remembrance of the school.

His memories go back to his home life before he became a student at the Seminary, for his father, Rev. James L. Race was an admirer of Dr. Reuben Nelson, and the heroic deeds of the latter were often the subject of conversation. Dr. Nelson was the only principal of the Seminary that Dr. Race did not know intimately; thus the panorama of the school's history is his and his contribution to the welfare of Wyoming Seminary is inestimable. Dr. Race was born on March 10, 1862 at Paupack, Pike County, Pennsylvania. He grew up in a deeply religious home. At 13 years of age he made confession at a meeting held by his father in Nicholson. He came to Wyoming Seminary when Dr. Copeland was principal. But after some academic work, he decided to enter business and secured a job with J. E. Patterson & Company, lumber dealers, Pittston, Pennsylvania. It was while the young man was working there that he lost his left hand in the planing mill, an experience similar to that of Reuben Nelson when he was working in the cotton mill at Morris, N. Y. In both cases the accident was a most important turning point. Dr. Race returned to Wyoming Seminary to complete his college preparatory course. Like Dr. Nelson, he had determined to enter the ministry and to dedicate his life to the service of God. While a student, he served as a bookkeeper in the

office of the Seminary. During these student years his contribution to the school life was unusual and very real. The reader will recall he was an organizer of the first Glee Club. He was likewise a member of the first "Opinator" Board in 1883-1884, serving as the business manager; again in 1885 he was exchange editor on the "Opinator." As a loyal Amphictyon, he also played an important part in school activities. Dr. Race graduated in 1886 and entered Princeton University in September of that year. During that summer he had a position at the Wyoming Camp Ground. The "Opinator" news items reported, "One of the best evidences of a successful minister is to be recalled, and one of the best evidences of Mr. J. H. Race's success as a boarding-house manager is the fact that he has been unanimously called, by the directors, to take charge of the Wyoming Camp Ground boarding house again this year. We understand that Mr. Race has accepted and will take up his abode on the mountain again this vacation . . . We wish for Mr. Race unbounded success in this undertaking."

Dr. Race graduated from Princeton in 1890 with honors. "He was appointed pastor at Island Heights, N. J., but in the fall of 1890 he took the chair of Rhetoric at the Seminary after his marriage to Miss Alice Bannister. He proved a popular and very able teacher. Often on Sunday he filled a pulpit in some neighboring Methodist Episcopal Church." He was the manager of the football team for the season of 1892. In a review of the season the "Opinator" stated "Manager J. H. Race—Prof. Race comes in for a goodly share of praise. When the team was down-hearted because of repulses it was he who cheered the boys up.

It is to him that the rigid training is due; he never seemed down-hearted or discouraged and always brightened up the spirits of the fellows when they were down. Prof. Race has been the most energetic football manager that Wyoming has ever had; he has helped more than any other man in placing Wyoming's athletics to the front." In 1893 Dr. Race took charge of the Semi-Centennial movement to raise over $60,000 as the reader will recall. Then the next year he accepted the call to be pastor of the Centenary Methodist Episcopal Church in Binghamton. This meant the loss of two very popular teachers. Unprecedented action was taken in that both the faculty and the student body drafted resolutions expressing their appreciation. From the student resolutions these sentences are quoted: "Resolved, that, by this change, not only does Wyoming Seminary lose two able instructors but also the students lose two real friends whose Christian lives and examples have proved most helpful.

"Resolved, that, we, the students of Wyoming Seminary, regret their departure and as a token of our regard and appreciation of their efforts to promote our welfare do unanimously adopt these resolutions . . ."

During the years 1894-1897 Dr. and Mrs. Race remained in Binghamton serving the Centenary Church. It was at this time that Dr. Race was a member of the Carmel Quartet. An "Opinator" item in March, 1896, reported, "The Chapel exercises were made especially interesting one moring by a visit from the Carmel Quartet. This consists of Dr. Hard, Prof. Race, Rev. Stephen Jay, and Rev. John L. Thomas. The hearty encore the first selection received proved that the audience enjoyed the

whole-souled singing." In the fall of 1897 he received the offer of the position of Chancellor of the U. S. Grant University in Chattanooga, Tenn. In April, 1898, Dr. Race assumed his duties as the head of this Methodist-sponsored University. However, his success in this difficult position led to the next step in his distinguished career. In April, 1913, he was elected by the Book Committee of the Methodist Episcopal Church as one of the Publishing Agents of the Methodist Book Concern, with residence in Cincinnati, Ohio, until June, 1924. He was then transferred to New York City, where, as Senior Publishing Agent, he continued to fill this office, one of the most important in the gift of the church, until his voluntary retirement in 1936. The General Conference of that year elected him Publishing Agent Emeritus.

Since he has been a member of the Board of Trustees he has given without stint of his time and energies to the progress of Wyoming Seminary. His response to her needs has always been immediate and generous.

Dr. Lewis H. Taylor

Dr. Lewis Harlow Taylor served close to 40 years as a trustee of Wyoming Seminary. He was elected to the Board in 1889 and served until his death on November 5, 1928. He was a descendant of a leading Quaker family that settled in Oxford township in Philadelphia in the 17th century. His branch of the Taylor family settled in Taylorsville in Bucks County, Pennsylvania where Dr. Taylor was born in 1850 the youngest son of Samuel and Margaret Taylor. He was educated in the Bucks County public

schools and attended the Millersville Normal School. He graduated in 1871 and came to Wilkes-Barre where he was elected principal of the Franklin Street Grammar School. In 1874 he was elected principal of the Third District High School in Wilkes-Barre. After three years in that position, he was able to enter the Medical School of the University of Pennsylvania. He received his M.D. degree in 1880 after he had completed his thesis, "The Microscope and the Busy Practitioner." During the summer of that year he took a post-graduate course in diseases of the eye and ear, and then returned to Wilkes-Barre to practice his profession. In 1883 and 1884 Dr. Taylor studied in Vienna, Austria. Upon his return, he was appointed medical inspector of the Pennsylvania State Board of Health. The next few years he rose rapidly in his profession until his practice had so expanded that he was forced to resign his state position and to take in his nephew Dr. E. U. Buckman as an assistant. Upon his return from Austria in 1884, Dr. Lewis H. Taylor married Emily Beard Hollenback, a great-granddaughter of Colonel Matthias Hollenback. And then in 1889 he was elected a member of the Wyoming Seminary Board of Trustees. His regularity of attendance at Trustee meetings and his service in routine matters on committees and his financial aid were a tribute to his loyalty to the school and his friendship with Dr. Sprague. Upon such long devoted service, much of the success of Wyoming Seminary has depended.

CHAPTER XX

"They Were Halcyon Days"

1. The Faculty Was Outstanding

AN ALUMNA of 1907 has written, "I have always looked back upon those months (February 1906 to June 1907) as some of the most significant of my whole life. The influence of some of the fine men and women who were presiding in the classrooms of those days is as vital now as then, and is a thing I covet for all young people." An alumnus of 1906 stated the same thought in these words: "In retrospect the faculty of Wyoming during my three years there was outstanding." In 1907 the Trustees' report to the Conference had this to say in regard to the faculty: "We have a strong faculty composed of twenty-five Christian men and women who have had thorough preparation in the best colleges and universities . . . Six of them have been connected with the school for over twenty years and five for fifteen years. They might have accepted higher positions elsewhere and better compensations; but they have toiled on faithfully year by year putting their best into the institution which lies so near to their hearts."

The Preceptresses 1898-1926

Mrs. Minnie Mason Beebe, the reader will recall, left in June, 1898. In the fall of 1898 she sailed on the steamer,

"Pennland," for England. Mrs. Beebe did graduate work in history at the University of Zurich, Switzerland. When she returned in 1900, Mrs. Beebe took the position as the professor of History in Syracuse University. Dr. Sprague succeeded in engaging as the successor to Mrs. Beebe, Miss Charlotte Chubbuck, who had been preceptress at Cazenovia Seminary. It is during this time that the title, Lady Principal, was dropped and the original title, preceptress, restored. Miss Chubbuck was likewise a teacher of History and Literature. In this exacting position, Miss Chubbuck was eminently successful and continued in her work until ill-health made necessary her retirement. A student of her period paid the preceptress this compliment: "Prim, precise Miss Chubbuck was the last word in propriety, but as we learned to know her, she gave us many points of conduct which helped us all through life." During the Easter vacation, in the first week of April, 1907, Miss Charlotte Chubbuck's health became so poor she resigned as preceptress. The "Opinator" in its next issue commented on her work as follows: "Her resignation and departure came as a great surprise to many, and as a source of regret to all. Her service in Wyoming has been faithful, and she goes with the best wishes of the many friends whom she has made . . . The 'Opinator' only expresses the feeling of the students when it wishes Miss Chubbuck well as she leaves . . ." Miss Ellen Martin consented to be preceptress again, after 26 years, for the remainder of the school year.

In September, 1907 Miss Emily Mills of Oneonta, N. Y. took up the duties of preceptress at Wyoming Seminary. She was a graduate of Wellesley College and

had been a teacher at Northfield and then at Elmira College. Miss Mills was likewise a teacher of the Greek and Roman history course and of the Psychology and Ethics course. Miss Mills was a woman of culture and refinement possessing to an unusual degree the qualifications requisite for her position. For six years she guided the administration of Swetland with great ability. "The high moral tone of the coeducational side of the school is largely due to the personality and helpful influence of this Christian lady."

In the fall of 1913 Miss Clara Robinson, a graduate of Syracuse University, took up the duties of preceptress and taught the Greek and Roman history course. She remained three years, resigning in 1916. She was followed by Miss Annie L. Richardson who had been preceptress at the Troy Conference Academy. She was a graduate of Holyoke College and had taken some work at Michigan University. Miss Richardson remained four years leaving in June, 1920. Dr. Sprague then secured Mrs. Cora Knight Clifford who was a graduate of Kent's Hill College. Mrs. Clifford was preceptress for just the academic year 1920-1921. In 1921 Miss Rose M. Clark, of Greenville, Ohio, became preceptress. She was a graduate of Columbia University with both a B.S. and an M.A. degree. Miss Clark was well prepared for her position . . . "by years of experience, having served as preceptress of Belcourt Seminary for young ladies in Washington D. C., and as head of the Winona Park School for young ladies, Winona Lake, Indiana, and for eight years as preceptress of Cazenovia Seminary, all of which is crowned by a vital religious experience." Miss Clark was unusually well-

qualified for her difficult task. She had poise, dignity, a refinement of manners and taste which was deeply rooted in a religious and cultural background. In June, 1926, Miss Clark retired.

Rufus B. Howland—"Senior Professor"

In the memory of students of nearly two more decades, Prof. Howland or "Roosty," as they affectionately called him, was the ideal teacher and disciplinarian. Everyone held him in respect and regarded him as a friend, as a man who understood and deeply sympathized with them. At first the writer received from alumni the impression that Prof. Howland winked at and condoned violations of discipline, that he permitted disorder, that he was on their side against the administration. Only gradually did the true picture of the man emerge. He did understand and sympathize with the students, but he managed them with consummate tact and maintained excellent discipline. Prof. Howland in the experience of one faculty colleague, never made a decision in regard to a disciplinary case which condoned disorder or bad citizenship. However, he discriminated carefully between pranks and the ebullition of youthful spirits breaking through the monotony of routine and the willful acts of the maladjusted or deliberately malicious student. By watching such outbreaks of high spirits, he controlled the limits of their expression but did not stop the boys. In this manner no harm was done and the morale of the boys' dormitory remained good. Mr. Zerbe, a dormitory student in the early 1900's relates this incident:

"There was the night when our exuberance called for a midnight pajama parade around the campus. We were under way in single file singing to our hearts content when Dr. Sprague, hastily clad, came running over from his home to stop the rumpus. Good old 'Roosty' Howland was watching us, doubtless believing that nothing serious was happening. Doctor, however, hot-footed it after us, and 'Roosty' was heard to say as he cupped his ear 'Eh! Eh! Doctor, you'll have to hurry if you want to join the parade.' "

Another student in attendance at the same period testified to the firmness of Prof. Howland in this paragraph: "It was in the fall of 1906, at the tender age of 14 that I made my first venture into the outside world, . . . by entering Wyoming Seminary as a five-day boarder. . . . While I did not think so at the time, I think now that I must have been regarded as a very green and probably fresh freshman. At any rate, I remember, that I lived in holy terror of the D. D.'s, and to a lesser extent of 'Roosty' Howland, and had a great dislike of evening study hall . . ."

Another reason for Prof. Howland's success as the disciplinary officer may have been due to the fact that he permitted the students in the boys' dormitory considerable latitude in managing their own discipline, and finally supported a partially self-governing body elected by the boarders. He tried to make the boys see the need of reasonable regulations and to win their cooperation by allowing them a role. He likewise had a faculty committee to aid in the discipline. For a number of years an organization among the boys living in the dormitory, referred to above

as the "D. D." had taken it upon themselves to enforce discipline in the dormitory. The origin and abuse of this informal scheme is explained in these excerpts from an "Opinator" discussion of the problem: "At one time . . . the new students who entered the school became so fresh and independent in their actions that the more serious minded members of the school could stand the disturbance and noise combined with the low standards no longer. The faculty was appealed to, but work as they might for better conditions, they were unable to curb the spirit made evident by some of the fellows. . . . Some of the students, seeing that the only plan to curb these reckless spirits was to have student government, banded together in a secret order, the object of which was to guide and advise new students, and in case this was of no avail to apply punishment suitable to the offense. This plan worked admirably for many years under the capable and democratic guidance of this mysterious order. Representatives of all the classes and societies were embraced in its membership and its judgment in nearly every case was as fair as could have been expected under any circumstances. . . . It was not long, however, before . . . a new class of fellows became members and they kept the membership limited to their own crowd entirely, and did not allow other good fellows of the school to become members on account of their views of party spirit, and their attacks upon the fellows who incurred their displeasure became more and more like grudge work and less like student government." In 1906 a similar body was formed by the day students who assumed responsibility for conduct in Nesbitt Hall. This organization was called the 'Tau Tau's.' About the

same time the girls' boarding department formed the 'Zu Zu's' to control the affairs of the girls."

Then a new plan was inaugurated which consisted of a hall committee chosen by the boy boarders. The chairman was a faculty member, Prof. Wolfe. At the first meeting of this hall committee . . . "They decided that it is their duty to improve the moral and intellectual atmosphere of the school. Professor Wolfe announced that most of the business would be carried on by a sub-committee which would consist of the full membership of the committee excepting himself. If a man's case should become too serious, he will be referred to the committee at large and they will act as seems best." On this first committee there were ten boys. The "Opinator" for October 10, 1912, nearly a year later made this comment on the hall committee plan: "Members of this body hold their office by virtue of their scholastic standing and also through election. The object of the committee is purely preventitive. . . . It lies in their power to advise, and remonstrate if necessary. The erroneous idea that the Hall Committee is an aggregation of pad-footed detectives is unworthy of a true Wyoming student. Any person who treats the Hall Committee as a joke lacks judgment to recognize a useful institution when he sees it. The Committee is organized for the best interests of the school and it is your duty to support it."

This sense of responsibility removed the less desirable aspects of secret society discipline which could easily become irrational. Prof. Howland as the chief disciplinary officer endeavored to control the boys through their own conception of good regulations and, if the lid did fly off,

he sought to prevent the demonstration from going beyond reasonable bounds.

Prof. Howland likewise steadily improved the scholastic standards in the academic courses so that Wyoming Seminary could keep abreast of the demands of the colleges and universities. The records of many graduates in higher institutions during Prof. Howland's period were the evidence of his success. In this aspect of his work, he followed in the footsteps of W. S. Smyth and of David Copeland. This incident is told concerning a boarding boy who evidently felt the Seminary depended on his tuition to keep going. One day he came to Prof. Howland and exclaimed with some irritation: "If I do not receive better grades, I'll quit!" The quiet response came instantly, "I reckon the school can manage without you." A Swetland boarder of this same period recalled Prof. Howland in these words: "Then there was geometry and 'Roosty' Howland! He was a little deaf and I can see his smiling face and hear him say, 'Eh?' placing a hand behind one ear. Poor man, what he put up with in me! I tried my best to memorize pictures of triangles with little letters at the corners and the accompanying data, but invariably I'd mix up one letter and 'bop' the whole thing—all unwittingly. . . . I said Prof. Howland was deaf, but he was never too deaf to catch up with any mischief that was afloat."

In the Spring of 1917 Prof. Howland announced that he intended to retire that June "because of needed rest from active duty." That marked the close of 44 years as a member of the faculty of Wyoming Seminary. He had never taught in any other institution. The "Opinator" bid farewell to Prof. Howland in these words: "It is with

deepest regret that the students bid farewell to Prof. Howland, who has given his entire life in the service of the Seminary . . . No student here ever came under Professor Howland's instruction who has not greatly benefited and who does not feel grateful for the much valuable help given him. Many lives have been changed greatly by advice given by Professor Howland, and the loss caused by his resignation as dean will be one from which the Seminary will not quickly recover."

Resolutions were adopted by the Trustees and were read at the Commencement exercises. In addition a purse of gold was presented to Prof. Howland. For 35 years he had been the "senior professor." As a further mark of their genuine appreciation of his work, the Trustees voted him an honorary title. The Minutes read, "we earnestly trust as vice-President Emeritus of the Institution to which office he has been unanimously elected, that for many years he will be able to give Wyoming Seminary the benefit of his ripe judgment, Christian spirit, and upright character."

Pedro R. Gillott—1894-1930

"Pedro Ramon Gillott y Fernandez was born in Cuba on December 31, 1866, of Spanish and French parentage." When he was twelve years of age, he came to the U. S. and lived in Maine with a retired sea captain to whom he had been entrusted. He attended preparatory school and then Wesleyan University. Although the young Cuban was interested in languages especially Latin and Greek, before he finished college, he decided to try engi-

neering. He transferred to the Massachusetts Institute of Technology and began an engineering course. But his interests were those of the scholar rather than the practical man of affairs; so, he returned to Wesleyan and completed his work in the classical course. He graduated with "Magna cum laude" honors and the Phi Beta Kappa Key. In addition he won the Shires scholarship which opened the opportunity of two years study in the classical languages at Heidelberg University in Germany. Prof. Gillott returned from his European studies in 1894 and was engaged by Dr. Sprague to fill the position of teacher of Rhetoric which had just been vacated by Prof. John H. Race. It is a tribute to Prof. Gillott that he was very successful teaching English, the first foreign language he had learned. This was not his chosen field in languages, however, and the next year he seized the opportunity to teach Greek and Latin when Prof. Wesley A. Lake resigned. Prof. Stevens of Syracuse University was engaged to teach the English classes Prof. Gillott had taught his first year at the Seminary. The year, 1895, was an important turning point in Prof. Gillott's life for another reason. On July 15, 1895, he married Miss Mary Lincoln, a Yankee from Wiscasset, Maine.

Prof. Gillott's standards of work and of scholarship were high from the beginning. The quality as well as the quantity of work which he expected others to do was merely the reflection of the work he set himself to do. In the years that followed he mastered fourteen languages, six of which he spoke. Included in his studies was Sanscrit. Within four years of his arrival at the Seminary, he won distinction not only for himself but for Wyoming Semi-

nary. The "Opinator" for April, 1898, gave the following report:

"Honors come to Wyoming from all sides. First we hear of our alumni taking first and second rank in such colleges as Yale, Princeton, University of Pennsylvania, and others, and then to Professor P. R. Gillott, who made it possible for these boys to take the rank that they do by giving them the benefit of the personal observations and earnest research which makes him a master in his line, and also by subjecting them to a thorough drill in the branches taught by him, comes the announcement that he has been elected a member of the Archaeological Institute of America, an organization which has for its members instructors from every college of note throughout the United States.

"The announcement is all the more pleasing in that the honor was not sought by Prof. Gillott, but came unsolicited. We know that every student and every alumnus will join the 'Opinator' in saying 'Congratulations Professor, may you prove a valuable member to the Institute.' "

In the school year 1898-1899 Professor Gillott started a class in New Testament Greek for the students who were preparing for the ministry. They began their study with the works of St. Luke. In 1915 he established the department of Spanish. In March, 1902, Prof. Gillott received his M.A. from Wesleyan University.

During the years he taught at the Seminary, students attended the school not only from Cuba but from other Latin-American republics such as Colombia, Venezuela, etc. because of the influence and reputation of Prof.

Gillott. It is a matter of interest that one of the first boys to come North for his studies to Wyoming Seminary was Prof. Gillott's brother, Ramon Gillott, to study English and the commercial course. He came in the fall of 1898 after the close of the Spanish-American War. He had been in the Cuban insurrection, which began in 1895, had been captured by the Spanish, and had spent two years at hard labor in the Spanish penal colony at Ceuta. He had been released with the other Cuban prisoners by the U. S. peace commissioners. When the War was over and better times began in Cuba, Prof. Gillott journeyed to Cuba several times, once on a four months' leave during the school year 1900-1901. The "Opinator" reported his return as follows: "Prof. Gillott has been in Cuba a greater portion of the time, where he had interests that demanded his personal attention. He took up his regular routine on Tuesday morning and seemed glad to get back to Greek and Latin as well as to the students under his care. The students were certainly glad to see him, which was proved by the little reception given him by the fellows on Monday evening. No doubt, had the ladies enjoyed a like privilege, their reception would have been as warm, if not more so. Professor is accompanied by his wife and youngest daughter. They take up their old home in rooms in Commercial Hall."

This popularity and appreciation of his work followed Prof. Gillott all the years of his teaching at the Seminary as these expressions of Alumni reveal. A graduate of 1906 wrote, "Perhaps I should place first on my list Pedro R. Gillott with whom I studied Latin for three years. Professor Gillott was a sound scholar, a strict disciplin-

arian, a thorough, and, at times an impatient teacher. He left upon me a great impression because of the tremendous sincerity of his instruction. He was exacting, stern but kindly and eminently fair and just. He extended us favors and expected the same. There was not much humor evident in him, although some of us, on occasion, caught glimpses of a very subtle dry, and even sly variety."

Professor Brace who, as a student in Wyoming Seminary, took Greek and Latin under Professor Gillott has paid his tribute in these words: "Prof. Pedro R. Gillott was, to my mind, one of the greatest teachers I ever studied under. He was a real drill master, and the way he was able to make us learn the difficult irregular Greek verbs has always been a mystery to me. He also had a good sense of humor"—this was some seven or eight years following the above comment on Prof. Gillott's sense of humor—"and also an ability to make a boy or a girl appear ridiculous in the eyes of his fellow-students, when said boy or girl tried to bluff a recitation. One of Prof. Gillott's favorite stunts was to supply words when a student stumbled in attempting to translate. One day he supplied words to a would-be translation in Virgil, and the student soon had a swarm of bees going into a drug store, sipping honey through soda straws, much to the amusement of the class and the chagrin of the victim. However his sympathetic helpfulness and understanding for the student who really worked hard to learn his subjects marked him as a truly great teacher. Few of his students ever failed in his classes."

Prof. Gillott demanded the best a student could do and demanded that best under difficult conditions such as the

first day following a vacation or at a period when an extra-curricular activity made great demands on time and energy. A member of the class of 1897 who played on the football team wrote: "Members of Seminary athletic teams during the 1894-1897 period were good students and had rather high scholastic averages. I also recall that after a particularly gruelling Saturday football game, Prof. Gillott would invariably call on the football players to recite in his Monday morning Greek and Latin classes. We anticipated this move and usually we were prepared."

A student in Prof. Gillott's class in 1929 related this incident on himself: "I remember the dire day when Pedro Gillott called on me to recite Virgil. It was the first line of the Aeneid and Gillott rumbled, 'some fool in the last class translated this as "a dog in the arms of a man" . . . go ahead.' As it happened, that was exactly my translation. I was crushed and after that used a trot with great success . . . except in the middle of Virgil when I got so interested that I actually went off on my own."

Who of his students in the later years could forget "Menken," the omniscient dog, who knew more and could communicate more in one bark than an average Latin student would ever know? Menken was a big dog, shaggy and powerful. No one really took Menken for a run on a leash; it was the dog who had the person on the leash. Menken looked very intelligent; Menken was intelligent. Then there was Prof. Gillott's famous library, five thousand books, it was said, the contents of any one of which might be ably summarized in some class period. And then there were the "Exams" which rumor said

sometimes just fell into the wastebasket unread, but at other times were carefully read, perhaps by Menken who was so quick to find errors.

Prof. Gillott died in the night on January 10, 1930 after a day of regular classroom teaching. His influence had touched many lives, his high standards had been a source of inspiration, his wide range of information, and his scholarship had given life to the dead languages. As one of his students stated it in the "Opinator": Professor Gillott planted the first fruitful seeds of the desire to know the world, the universe, man, life, nature, and God. . . . Many have been inspired by him to go and seek for the truth."

Junius W. Stevens 1895-1909

When Prof. Gillott transferred to the teaching of the classics, the English Department vacancy was filled by Junius W. Stevens who came from Syracuse University. He taught English at the Seminary until 1909. He was evidently a very unusual teacher who aroused unusual interest in the reading of good literature. In addition he aided with the athletic program. The "Opinator" for May, 1896, announced that contests for the places on the track team were under way with Prof. Stevens "putting great stress on the training of this team." Early in his teaching of his English classes he formed a kind of reading club. In the winter term of the year 1900-1901 such a club was formed. The "Opinator" described it in this manner: "Through the aid of Prof. Stevens, the senior class has been formed into a reading club. This is for the purpose of reading the new books and current literature,

but it is entirely apart from the regular English course. By this new plan, each student is able to read a certain amount every day at snatch moments and it will not interfere with regular work. One would be surprised to find the numbers of books that can be read in a short space of time. The seniors feel very grateful to Prof. Stevens for his plan and assistance and his kindly interest in the fulfillment of it."

Some of the books that the seniors read were "Eben Holden," "Wild Animals I Have Known," "Gentleman from Indiana," "Red Rock," and "Hugh Wynne." The work was evidently divided into some class work and weekend reading, for the "Opinator" editor continued, "Aside from the regular daily parts in the course, Prof. Stevens has whole books that he gives out for Sunday reading especially. The course adds materially to the work of Prof. Stevens but we feel sure he meets his reward in the satisfaction of the seniors and in their cooperation in his plan. All fears of failure of the course have passed away and it has become a success."

The following year this scheme was repeated. Evidently the books used were cheap paper covered editions for an editorial in the "Opinator" the following year added, "with his characteristic energy and his interest in his students, Prof. Stevens has again instituted a reading club— The club is conducted on the same plan as last year, the books being cut up into sections for convenience in carrying. In this way one may always have his book handy so as to make use of any odd moments. The seniors and juniors for whom the club was organized, ought to appreciate the efforts put forth for their pleasure and

entertainment, and they should enter heartily into the scheme." There was another practice he introduced which received favorable student comment. A news item in a March issue of 1907 explained this as follows: "Evidently Professor Stevens knows how to make the English course at the Seminary interesting. He has given several very enjoyable lectures, with stereoptican views of the homes and haunts of great literary men. Wednesday, Feb. 27th, in place of regular recitations in Senior English, he devoted the time to Longfellow and his New England associates. As this date was the one hundredth anniversary of the birth of Longfellow, it was more than interesting to learn so much about this great poet." After the Easter vacation, he gave another—"about 'Auld Reekie' and some of the Scottish Lakes,—with stereoptican views." This one was especially popular for this reason: "Prof. Stevens has been accredited by some of his students with possessing the true Wyoming spirit, for instead of giving, on the day after Easter vacation, an exceptionally difficult lesson and being probably aware that there would be few perfect recitations, he wisely decided to give everyone the benefit of the doubt."

A graduate of 1908 wrote in these complimentary words, "From the 35 years that have passed, I remember with affection Junius W. Stevens, who was then the head of the English Department. He, by his kindly humor, broad understanding, and fine sympathy, helped me through the difficulties of my Seminary days."

Another Seminary student of this same period described him this way: "My work in English I had with quiet, dignified, and studious Professor Junius W. Stevens. He

was exceedingly patient in English composition and inspiring in his instruction in the great English classics."

In an essay, written for the "Opinator," Prof. Stevens expressed another source of enjoyment. The essay is entitled "Trips A-Wheel" and opens in this manner.

"Many old students, when they read in the Seminary catalogue about the beauties of Wyoming Valley, smile as they think of the culm heaps and the grim, misshapen breakers. It is the smile of ignorance. Many a student has passed his days at Wyoming so wrapped up in the life of the school that the valley has been to him only a dusty hollow between two lines of blue hills. Now a man is not fitted for life in the truest sense until he has learned to draw inspiration from two sources: books and nature. In the student days it is the especial time to go deep into the love of good books; and in this, our chief business, Wyoming has much to offer. But it is not wise to forget wholly that other love—the love of forest and mountain and river; and in this second source of inspiration, Wyoming is by no means lacking. Within a distance easily covered by a wheelman in a Saturday's outing, are many places of historic interest or of natural beauty." The particular trip described is that to Campbell's Ledge.

Prof. Stevens resigned in June, 1909. This evidently came unexpectedly and rather late, for the Trustees' minutes state: "the matter of Prof. Stevens' resignation was taken up, and after lengthy debate . . ." it was decided to accept it and to accept his offer to aid in engaging a successor. In the Trustees' report to the Wyoming Annual Conference the place he had filled in the Seminary was well expressed: "Prof. Junius W. Stevens withdrew last

June to accept a professorship in the Newark High School. Few instructors in any institution have won for themselves a place of profounder respect and esteem with the students, the faculty, and the friends of the institution. Fifteen years of service enabled him to prove his inherent worth of mind and character; and as a result exclusively of his labors we have an English course unsurpassed by any other preparatory school. Prof. Stevens inspired the loftiest regard; he was courteous and kind; he was scholarly and cultured; potent as a religious force, and though not an alumnus he had what we call 'the Wyoming spirit' . . ."

Although Prof. Stevens' resignation was not known until after most of the class of 1909 had left, . . . "several members of the class of '09, who were available, contributed toward a loving cup to be presented to Prof. Stevens in the name of the class as a weak expression of their appreciation of him as an instructor and as a friend." In the first issue of the "Opinator" that fall Prof. Stevens had a short note "To the class of 1909." Upon returning home at the end of June he had found "a mysterious package." . . . "Upon opening it, I found a beautiful loving cup, which the engraving told me, was mine from your class. I was greatly surprised and deeply pleased. The announcement of my resignation had come so late that, although I liked to think that I was taking with me the friendship of my class, I did not dream of the possibility of any such token. It is a loving cup. I pledge in it to you, my last class at Old Wyoming, and ask you to join me in yet another pledge—loyalty to the school that we have learned to love." Junius W. Stevens.

Prof. Russell D. Trebilcox

Prof. Russell D. Trebilcox entered in the fall of 1909 on the duties of the head of the English department, the position which Prof. Junius Stevens had filled with such distinction. Prof Trebilcox was a graduate of Syracuse University with a B.A. degree. He received his M.A. degree in English at Columbia University. He then entered into secondary school teaching because finances made further graduate work impossible. His first position was at the De Witt Clinton High School in New York City. Prof. Trebilcox had planned to continue his graduate work in the field of the English poets, for he was a scholar by nature. He once told the writer he had already begun to work on the career of the English poet, Thomson, but he was unable to continue his research unless he spent some time in England. Instead he accepted the position at the Seminary, fell in love, and made his home in Kingston as one of the eminent teachers of his generation. His love of English literature, his very wide reading in literature, and his broad cultural interests gave to his course a range of material, a depth of interpretation, and a stimulating interest in the best works of English letters. His outlines of the history of English and American literature became a famous tradition. A little volume on the development of the English language gave the students an understanding of the tools with which they must work. Each class made a study of the masterpieces in drama, poetry, essays, fiction, etc. Prof. Trebilcox was a hard worker himself, with a scholar's regard for truth, accuracy, and a high standard of performance. As the "Wyoming"

stated in 1925, "Prof. Trebilcox, by giving us a view of every side of English literature, tries to make us appreciate the good and reject the bad. It must be a poor student indeed who could not benefit from his course." Prof. Trebilcox was in addition the faculty advisor for the "Opinator," and after the death of Prof. E. I. Wolfe, he was the advisor for the year book. Both publications improved during his period as critic. He enjoyed his work and communicated his enjoyment to his students. Their study of great literature left them with an understanding of its claim to greatness. The writer worked in the English department with Prof. Trebilcox in the first two years at the Seminary, and found him most considerate and helpful. He explained the high purposes of the English courses and he counseled wisely in regard to methods, discipline, and understanding. It was a rare privilege to work with him.

Prof. Trebilcox and Prof. Gillott for many years ran the West Side Tutoring School in the summer. This was a well-patronized institution and aided many students in completing their academic work. Prof. Trebilcox and Paul Waterman had been very close friends the year the latter had charge of the military program in 1917-1918. Paul Waterman then went to the Milwaukee Country Day School where he became the head of the mathematics department and the business manager of the school. He had urged Prof. Trebilcox several times to come out there as the head of the English department. Finally in June, 1928, Prof. Trebilcox suddenly decided to accept the offer. He remained in that position until his death in 1938.

Prof. E. I. Wolfe Rounds Out 38 Years

When the turn of the century came Professor Edward Inman Wolfe, known fondly by all the students as "Tubby" still had 26 years of service in the Seminary. All those who wrote of the school in this period had some pleasant memory of Prof. Wolfe. He taught grammar and American History. He played an important part in the maintenance of discipline both in the dormitory and in the study hall. Besides these activities he served as Director of Athletics for many years. In the summer he continued his summer school for teachers seeking certificates and for the grammar school grades.

A Seminary student in the first decade of this century wrote, "My favorite teacher was Professor Wolfe. One could not help but have the greatest amount of interest in his class in American History. I have often regretted that, in my opinion, Professor Wolfe was not as favorably impressed with me as a student as I was with him as a teacher."

Another reminiscence of this period comes from a Swetlandite. She wrote of Prof. Wolfe: "At the tender age of 12 I came to Wyoming Seminary . . . The campus was like a large, unknown city to me . . . I carried my 'Teddy' bear to classes and Dr. Sprague had a special geography class created for another and me under Prof. Wolfe, whom I was to see a great deal of in the years that followed. We called him 'Tubby' among ourselves and liked and respected him always. He had quite a sarcastic way with him and used to preserve the student discipline by making the whole class laugh at the offender. 'Tubby'

would make some witty remark about him, yet he softened it with enough humor to keep it from hurting too much. Nobody could put *anything* over on him, especially when he kept Day Room! I remember one day, quite a few of the girls were having a 'confab' down in the cloak room and stayed longer than he thought they should. He calmly tip-toed down the steps, stood in the doorway glaring at us and taking out his watch, said 'young ladies, it is twenty minutes before 3:15 p.m.' We all filed back into the study hall very sheepishly!"

Another student, now in the armed forces, began his recollections with these sentences: "My favorite teacher was Prof. Wolfe. I enjoyed his history classes so much that I minored in history at Stanford. The wit and humor of Prof. Wolfe, plus the facial expression of tongue-in-cheek or out-of-the-corner-of-his-mouth, was like an oasis in the dull desert of continuous study." In regard to his humor, all students of later generations recalled the joke book he kept, and at the appropriate point in the progress of the subject he told the joke suitable to the time. In fact his humor was unfailing even when illness made it difficult for him to attend to his work. One of his faculty colleagues has recalled that he made his way to the picture studio that last year to be in the photograph of the Athletic Council for the "Wyoming." When the picture was taken, Prof. Wolfe commented dryly, "I suppose I'll look about the same as usual."

Like Prof. Gillott, Prof. Wolfe died "in harness." He had risen to go through the usual routine of a school day and had sat down in his easy chair to read the morning paper. Sitting there waiting for the breakfast bell to ring,

he slipped away. It was the morning of April 27, 1926. He had about completed 38 years as a teacher in Wyoming Seminary.

The "Opinator" summarized his career in this manner: "Professor Wolfe was gifted in the ready use of the English language, and quite naturally became a local preacher in the Methodist Episcopal Church . . . He took an active part in the work of the Kingston M. E. Church, and was president of the Tithers' Association . . . But Professor Wolfe's greatest work was done in the 38 years of teaching in Wyoming Seminary. His daily classroom work, his oversight of the study room were his weekly school routine. But this weekly, systematic, patient, efficient work of his has been wrought into the lives of thousands of young people who have come into and gone out of Wyoming Seminary and who have carried with them . . . the personality of our beloved teacher, his tuition, his moral power and his Christian example . . ."

Prof. Traxler Succeeds Prof. Thurston in Science

The reader will recall that Prof. Thurston had established the Science Department as a major department, that he had introduced new course material and the laboratory method. During this time he had procured adequate apparatus. His effort had been directed toward creating interest in the science courses. He had been popular among the students; one of the faculty members whom the students felt they could approach and who would understand their point of view. A graduate of 1906 expressed this feeling in these words, "In Physics, Pro-

fessor Charles O. Thurston was an excellent teacher: slow, patient and thorough with a fine sense of humor. To us boys 'old Thirsty,' as we called him, was more human than any other male on the faculty because we not infrequently saw him walking along the shaded streets of Kingston puffing rather surreptitiously on a big black cigar." He resigned in June, 1909, leaving a strong science department and a pleasant memory of good comradeship.

At the class day exercises, the "Opinator" reported this scene: "Just before the class song, president Noble arose and in behalf of the student body presented Prof. C. O. Thurston with a set of silverware as a token of appreciation of the students for his work . . . It is with deep regret that the students of Wyoming bid Prof. Thurston farewell . . . In dealing with his students he has rare tact, which has won each and every one of them and made them his friends forever." The faculty likewise expressed their feeling in regard to his proposed departure in this scene: "On an evening last week, Prof. Thurston was told that an important faculty meeting would be held immediately after dinner . . . At the appointed time, he was informed the meeting would take place in the parlors. Revolving vague doubts and surmises concerning the cause of the choice of this unusual place, Prof. Thurston followed the procession. After all had been seated, Dr. Sprague arose, and confronting the astonished professor, began a review of their 20 years of friendship and association at Wyoming. He spoke of their first meeting, of the early days of work, of incidents grave and gay, and of the ever-growing value of Prof. Thurston's labors as a teacher and a friend. With precisely the right mingling

of jest and earnest, Dr. Sprague surveyed the passing of the years, and came at last to the present occasion,—for this was to be the last faculty meeting at Wyoming to which Prof. Thurston would answer the summons. Then, turning to a most luxurious easy chair, Dr. Sprague charged Prof. Thurston to remember, as often as he sat in it, that it was the gift of men and women with some of whom he had long been associated, and whose regard and love would follow him through life . . . Being 'ready of speech' . . . when he arose, he made answer in his characteristic way."

He had taught twenty years at Wyoming Seminary. The Secretary of the Board in his Conference report wrote of Professor Thurston, "He will be remembered at Wyoming for the breadth of his sympathy, his love of humor, his sane judgment, tactful handling of the students, earnest and entertaining method of instruction, and moreover for his supervision of the equipping of the splendid science laboratories."

Prof. William E. Traxler was engaged to take charge of the science department. Prof. Traxler like Prof. Gillott was a graduate of Wesleyan University with Phi Beta Kappa. Born in Rohrsburg, Columbia County, he had been educated in the public schools and did his preparatory work at Bloomsburg Normal School and graduated in 1904. He graduated with a B.S. degree in 1909 from Wesleyan.

"He strongly commends himself by the thoroughness of his instruction and manly bearing," wrote the Secretary of Trustees in his annual report. After Prof. Thurston gave notice in March, Dr. Sprague went to Wesleyan

University "—to seek the assistance of Dr. William North Rice in securing a man to head the science department. In response to Dr. Sprague's request, Dr. Rice replied, 'If you want brains, get Traxler.' When Prof. Traxler gave his reason for accepting the position at the Seminary in 1909, he said, 'Wyoming Seminary is one of the best schools in Pennsylvania, or anywhere else for that matter.' " He was always loyal to Wyoming Seminary and proud of its administrators, teachers, and students.

A woman who was a student in Prof. Traxler's class during his early years at the Seminary has recalled the following: "How could I neglect Prof. Traxler! His name connotes my struggle with the inclined plane, and my terror at his cage of snakes in his lab—also the patience with which he tried to convince me that if I touched the snakes I wouldn't be afraid of them anymore, explaining that their poison had been removed and they couldn't possibly harm me. That 'lab' was a wondrous place! I can still recapture its distinctive acrid odors, doubtless generated by the pickled cats which were in all stages of dissection."

And to this laboratory . . . "for thirty years students came to work in an atmosphere of friendliness and good will, where an assignment was not finished until it had been done well." An unknown student on the "Opinator" wrote the following in a character sketch of Prof. Traxler: "Upon entrance into the laboratory, diligent students and scientific instruments catch the eye . . . Here, at almost any time of the day, one may see a tall, kindly man, patiently assisting the bewildered . . . As the year advances, the student is brought to realize more and more

how wonderful the study of life is, and how great the laws of the universe are when harnessed up as an aid to mankind . . . Among the faculty of Wyoming Seminary there is no teacher who works harder to see his pupils succeed and become interested in a course than does Prof. Traxler. He not only teaches them science, but he also lends his ability in building character in the lives of his students."

Prof. Hughes, who both studied under Prof. Traxler as a student and then taught with him in the Seminary science department as an associate, has described him and his work as follows: "To those who knew him well, Professor Traxler was a Lincolnian character—studious, alert, thoughtful of others, and humble. His lively sense of humor and dry wit enlivened many a conversation. His fairness, intellectual honesty, and freedom from sham won for him the respect, and often the affection of both his students and faculty associates. When a student asked a question which Professor Traxler was not prepared to answer, he did not hesitate to say, 'I don't know, but I'll try to find the answer.' And find the answer he invariably did. But his teaching was characterized by an extensive and accurate fund of information together with the ability to impart that information through the medium of simple demonstrations, and explanations given in clear, concise English. Many of his associates admired his ability to speak and write the English language.

"The pleasure Professor Traxler derived from teaching, lightened the load of responsibility he carried. When alone in the laboratory he could sometimes be heard whistling contentedly to himself . . . usually off key. And only a

man who loved his job as Professor Traxler loved his would give the time required to complete those details which to the uninitiated might seem unimportant. His loyalty expressed itself in work well done, in details properly cared for, materials and equipment at hand for students to use when needed."

For thirty years Professor Traxler did the routine work with enthusiasm and a deep sincerity which inspired his associates. At the beginning of a summer school season in the mid-thirties he suffered a very severe injury to his right hand while preparing the laboratory for the day's work. Although the use of his right hand was greatly impaired, . . . "he cheerfully and doggedly proceeded to learn to write and manipulate apparatus with his left hand." Like his associates, Prof. Gillott and Prof. Wolfe, Prof. Traxler died serving in the regular routine of his teaching life. In the words of his associate, Prof. Hughes: "His last hours were devoted to the demands of his profession; two hours in the early evening (of Oct. 18, 1939) in the laboratory preparing demonstrations for the classes he planned to meet the next day followed by work at his desk at home. From the well-earned rest which followed that busy day, he never woke, for he died in his sleep in the morning of October 19, 1939."

The "Opinator" tribute concluded appropriately with Edwin Markham's lines:

> "And when he fell . . . . he went down
> As when a lordly cedar, green with boughs
> Goes down . . . ,
> And leaves a lonesome place against the sky."

Miss Charlotte Blackman Carries on 28 Years More

There was a magic about Miss Blackman's personality in the last years of her life. She had kept her vivacity, her fresh and youthful outlook, her remarkable enthusiasm for teaching, and her sparkling wit. She bore her years with charm and grace. She enjoyed her students, she was friendly with them, and seemed to understand their point of view. As one Swetland boarder put it, she seemed at times "to wink at their pecadilloes." She had not grown out of their world so far she could not appreciate their outlook. A graduate of 1906 wrote, "Charlotte L. Blackman was my instructor in German. I have yet to meet a more delightful person. She was a bright, happy soul with always a smile and a cheery word for her boys and girls. I sincerely believe that her students, without exception, not only respected and appreciated her as a fine teacher, but loved her as a person." Her particular idiosyncracies only further endeared her to the students and they remained subjects of conversation when Seminary graduates met again. At the table in the dining room, the writer recalls she did not permit ketchup to be used. Another student, a girl who graduated in the first decade, adds this, "Everyone loved Miss Blackman! She always began class by opening all the windows at the top regardless of the weather and our protests."

When the "Opinator" editors in April, 1930, issued a faculty number, they wrote, "Miss Blackman is as interesting a teacher as can be found anywhere. Time flies like magic in her classes as she illumines the lesson with

stores of interesting anecdotes and experiences. She has led a varied and interesting life and her students in German and French get the benefit of it."

Following the Christmas holidays in January, 1928, she became ill while teaching her classes. It was pneumonia and in a short time her condition took a turn for the worse. She died Thursday morning, January 19, 1928. She was in the forty-fourth year of her teaching at Wyoming Seminary. Mr. H. S. Knight of the class of 1888 wrote in a letter to Dr. Sprague this tribute to Miss Blackman: "I would be suppressing my innermost feelings did I not at this time express my appreciation of the worth of Miss Blackman, not only as an influence for the very best in my own life, . . . but as a builder of worthwhile men and women . . . Just as the setting sun leaves behind a trail of light to guide the evening traveler long after it has disappeared from view, so Charlotte L. Blackman has left behind her an influence that will guide those who crossed her path to the best and noblest in life long after she has passed. I owe much to her . . ."

Miss Harriet Storer Fisk 1908-1926

For eighteen years Miss Fisk taught English with such sincerity and understanding that she inspired and stimulated her students. She not only taught English, she wrote poems which she contributed to newspapers and magazines occasionally. Wyoming Seminary owes to Miss Fisk a debt of gratitude for the "Wyoming Hymn," the words of which she wrote in 1909. Miss Harriet Fisk came to teach the Junior English which Miss Laura G. Thompson

had been teaching. The latter felt it was advisable to take a rest and resigned, . . . "much to the regret of the Trustees and the whole school." Miss Thompson was a graduate of Wyoming Seminary and of the Women's College of Baltimore. She had taught at the Centenary Collegiate Institute, studied in England a year, and then traveled in Europe a year. During the previous year, Miss Thompson taught at the Girl's Latin school of Baltimore. In the six years she had been at the Seminary, she taught both Latin and English. The "Opinator" editor wrote, "Miss Thompson has won much esteem by her evident interest in the advancement of her students and by her painstaking and proficient teaching." Another student who graduated in 1905 recalled her insistence upon "exactness." Miss Fisk came with an excellent background to meet these high standards of performance set by her predecessors. She came from Massachusetts of a Methodist family high in esteem of the church. A graduate of Boston University, Miss Fisk had done graduate work at the University of Chicago in her chosen field of English. She was especially felicitous in her classroom teaching, for she tried to draw out the ideas and the potentialities for the appreciation of great literature of her students. A woman who graduated in 1911 recalled that Miss Fisk had a natural dignity, a sense of humor, and a very real appreciation of literature. In encouraging her students to express their opinions she would allow the discussion to continue up to the point where the usual "prep" school foolishness began and then in an effortless manner she would seem to draw the whole situation back into the real purpose of the work and proceed. This graduate revisited Miss Fisk's class some years

later to discover that she still used the same methods; yet in no sense was her teaching out of date, for she had rooted her methods in abiding principles. Another student of the same period has written, "Miss Fisk was always very dear to me and I *passed* her courses and I liked English as well as languages and science." One of her students who graduated in 1916 sketched a caricature of Miss Fisk teaching with her book in hand. She has her hair parted and combed back, with a stand-up collar and a string of beads around her neck, her nose glasses on, and her attention focused on the class. "Instead of paying attention to my English teacher, I find in this particular class my time was given to sketching. My portraits are cartoons but in this sketch, you will find something that I must have been impressed with—that dignity, gentleness, and wonderful character that I found in my beloved teacher."

All Juniors of her later years at the Seminary could not forget the canary Miss Fisk kept; especially those students who, desirous of creating a good impression, frequently sought bulletins on the canary's well-being. Then rumor told how Miss Fisk encouraged a backward student who came "bouncing" up at the end of the month to inquire whether his work had improved or not. Miss Fisk replied, "Oh, you are doing excellent work now. I am so encouraged by your improvement I am giving you a grade of D-69 this month."

Miss Fisk resigned in June, 1926, but Dr. Sprague persuaded her to make it a year's leave-of-absence. However, she entered an Episcopalian, high church convent. She had been for a long time a member of the High Church.

Essentially Miss Fisk was an idealist who frequently found a bewildering gap between ideals and reality. She was a seeker for the true, the beautiful, and the good. The writer recalls a conversation in which she discussed the socialist movement. A humanitarian of broad viewpoint, and a keen thinker, she had joined, sometime before, the Socialist Party and had attended their meetings. She found the average member lacking in idealism and more interested in self-aggrandizement. In her verse she strove to express her deepest convictions. As the years passed, she had turned more to her religion for the enjoyment of the richness and mystery of life. Hers was a spirit of rare beauty and sincerity. Not long after her entrance into the cloistered life, her work was completed, her search ended.

Prof. Wesley A. Kuhn

Prof. Kuhn had begun his teaching in the fall term of 1883. He continued without interruption as Prof. Dean's assistant in the Commercial Department until his retirement in 1927, a period of forty-four years. Even then he returned to help out when he was needed. His many years of devotion to duty, his patient, and painstaking work with the business students was in no small measure a factor in the extraordinary success of that department. Prof. Kuhn had taken the commercial course in the last year that Dr. Sprague was principal and then remained as an assistant teacher under Prof. Dean. He was a native of Wellesville, Pa., and a graduate of the Millersville Normal School. He came in the fall of 1881 to Wyoming Seminary and began his teaching in the business depart-

ment in 1883. When Dr. Sprague announced his resignation to the Board of Trustees at the regular June meeting in 1927, resolutions were adopted by the Board in appreciation of his work. The resolutions praised his . . . extraordinary faithfulness and efficiency," and evaluated his teaching in these words, "Prof. Kuhn's services in the preparation of young people for a business life, together with his high moral sense that has always directed his teaching activities, has been of incalcuable worth to Wyoming Seminary and to the large body of young people who have gone into business life."

2. Athletics Became a Major Interest

A century ago there was no organized program of either intramural or inter-scholastic athletics, there was no gymnastic work, no regular schedule of exercise. Indeed exercise was confined to walking and to informal sports such as hoop rolling for the girls and a kind of ball game for the boys. In the winter there were skating, sleighing, and sliding as exhilarating outdoor sports. The reader will recall that there was not even a field for the students to play on at first in 1844-1845. A school athletic program and regular gymnasium work came after the Civil War. The first sport in which teams were organized was baseball. Thus when Dr. Sprague came to Wyoming Seminary, this game was already in vogue. Since Royal Taft was especially interested in baseball, he makes frequent reference to the sport giving some clue to the manner in which it was carried on in 1866. The season evidently began

following the spring vacation. For Monday, April 23, and Tuesday, the 24th, Mr. Taft had these entries:

"The Wyoming Seminary baseball club met after chapel and V. H. Scovell was chosen captain of the first nine." They evidently began their practice the next day: "After school the first and second nines of the ball club played, and the first nine beat the others badly." The weather for this practice game was quite cold, however.

The first mention of a regular game with another club is this record for Tuesday, May 22, 1866: "The first nine of our club played a match game with the Susquehanna Club of Wilkes-Barre on the grounds of the Keystone Club. We were nearly two to one until the last innings when they made 12 tallies. Tallies 30 to 35. Our side beat by 5 tallies." For Saturday, May 26, there was this game recorded: "Went to Scranton on the morning train. Our club played a match game with the Scranton Club in the afternoon. Score, Scranton, 23, Seminary 9. They have an excellent pitcher and he is the one who beat our club. Take him away, we can give them a tough rub to beat us." A match scheduled for the 8th of June was called off until the next term. Although the Seminary Anniversary did not come until June 29, there is no other reference to a baseball match. On Saturday morning, June 16, he mentions playing ball, but that was apparently just among the boarders.

The fall term opened on August 22, 1866. After the classes that day, the baseball club met and "elected officers." The first game of the new term came on Saturday, August 25, and was played with the Keystone Club. Seminary won. On September 13, Mr. Taft wrote, "Played

ball after school and Prof. Smyth locked the door so that we did not get any supper. Got our supper downtown . . ." Two days later, on Saturday, he wrote, "Our club played a match game with the Susquehanna Club and beat them by four tallies. Score—35 to 31. I played second base and had two outs and five runs. The Wilkes-Barre fellows will have to give up now." A week later on September 22 the entry states, "We went to town this morning (Saturday). A match game of ball took place here in town between the Scranton club and Keystone club. Score—Scranton 33—Keystone 17. Our club gave a cane to each member of the two clubs who made the best score." The next Seminary game was played on October 6, with very pleasing results. "In the afternoon our club played a match game with the Shawnee Club resulting in the victory of our side. Score—63 to 33. I did not play . . ." A practice game was played on Tuesday, the 16th of October . . . "in which the second nine made an even score with the first nine." The following Saturday he notes, "In the afternoon our club played a social game with the Keystone club. I made two of the best bats I ever did. The K's had a strong nine but it was in vain." The ball game was the chief sport which was played even when cold weather came again. On Saturday, December first Mr. Taft wrote, "snowed very little. Got out Monday's Virgil lesson this forenoon. Played ball in the afternoon but it was so cold, there was not much sport about it." A week later there is the last mention of the sport that year. "Cleaned my clothes this morning. Commenced raining before dinner and continued raining all day. We had intended to play

a match game of ball with the Keystones, but the rain prevented it."

Another game, which had become a source of relaxation for youth and their elders was croquet. While the good weather continued in September and October in 1866, a game of croquet was a frequent event. Royal Taft wrote for Tuesday, Oct. 2, "After school several of us played croquet in Dr. Nelson's yard. Had a very pleasant time." The following Tuesday he noted, "Played a game of croquet after school."

Not until the "Opinator" was published is there any reliable record of sports at the Seminary. Thus from 1883 on the story is complete. That is, athletics as we know them today grew into a major activity during the period of Dr. Sprague's presidency. Football was relatively a late comer in the sports events. The first number of the "Opinator" comments on three older sports and the introduction of a new one. Of course the baseball news receives the largest space. "The fall season of baseball opens very propitiously for the Seminary. Our boys are somewhat crippled through the loss of their pitcher and catcher, who left at the close of the spring season, but others are in practice and bid fair to fill up the breach thus made, and before the end of the term we must expect to see one of the finest amateur nines in this section." Two sports were for the girls—archery and croquet. In regard to the first, the "Opinator" reported, "the prospect is exceedingly bright for a large and skillful club in this most interesting and beneficial amusement. The young ladies of Swetland Hall will soon perfect an organization and immediately proceed to practice, until they will be able to compel the

American Indian to look to his laurels." The new sport introduced in September, 1883, was lawn tennis. "One of the new features in our athletic sports is the introduction of this interesting game into our midst. As yet the game has not been played to any extent, but a move in that direction has been made . . . The players may be found hard at work from the close of school until the darkness compels them to desist."

Lawn tennis became a fall battle among the professors which continued even after the cold weather had stopped the other three. "The players consist of Profs. Howland, Sanford, Allen, and Putnam, and they are becoming skillful in the game. The sides are always arranged: Allen and Putnam against Sanford and Howland. During the earlier part of the season, the former side had the advantage, and seemed to be leaving their opponents in the lurch, but of late, the latter pair have been pulling up, and may still win the championship . . ." A month later, the November issue reported, "The games are becoming more and more interesting as the players improve, and now scarcely any difference in skill is noticeable in the players . . . The entire score up to date is as follows: Whole number of games played 533, of which Allen and Putnam have won 313; Howland and Sanford, 220."

It was in this same fall of 1883 that the idea of a Wyoming Seminary football team was born. In the same November issue of the "Opinator" after commenting on the faculty tennis matches, the writer continues: "The great question among the boys is what game shall we choose now to take the place of ball and furnish us the much needed exercise? We will attempt to answer this question

by asking another. Why not adopt football? . . . The game certainly affords exercise of a beneficial character. It is said to be a rough one, resulting in torn clothes, broken or bruised knees, etc. Allowing that this is so, is there one evil mentioned in the above list that does not also occur from our national game? The Wilkes-Barre Academy can support a football club, and as Wyoming Seminary has beaten them in all athletic contests in which they have ever come together, we think that the Seminary has the material from which to organize an eleven who will, with a little practice, be able to push their way to the front."

Although no regular team was organized, "the game of football is at present engaging the attention of our sport-loving students. The weather has been all that could be desired for the enjoyment of this game, and many an exciting contest has taken place. We should like to see the boys organize an 'eleven,' for it is quite evident that we have that number of first rate players among us."

The following season of 1884 the November "Opinator" was able to report: "The football team has been organized and last Saturday played a match game with the Hillman Academy boys of Wilkes-Barre. It resulted in 14 to 2 in favor of the Academy." The Seminary club then challenged the Hillman Academy boys for a return game on Saturday, December 13, . . . "but the game had to be postponed on account of snow," reported the "Opinator."

By the fall of 1885 football was a major sport and commanded more interest than baseball. An "Opinator" editor wrote in the first issue, "Football is *the* game among the boys. More interest is manifested in this sport than

was seen last year. Nearly every night the ball is kicked about in a promiscuous manner, and the boys do not cease until the bell rings at seven o'clock." Two teams were formed which made possible practice games. The October "Opinator" gave the names of the members of the first team as follows: "Ving, Rommel, Dorwin, Alexander, Reynolds, Stone, and Cooper on the rush line; Nyhart, quarter-back; Hull and David, half-backs, and Van Cleft, fullback; P. L. Cooper is captain of the team, and Prof. Allen will act as referee during the match games." In November the return game, first planned the previous year, was played with the Hillman Academy boys. As reported, "Saturday, Nov. 7, the first match game of this year with an outside team occurred. It was the second game with the Hillman Academy boys, and much interest was manifested concerning the result. Last year the Seminary boys were defeated, but this time the boys more than atoned for the former defeat, as the score stood 39 to 2 in favor of the Seminary team." The following Saturday, Nov. 14, the football team rose at 3 a.m. and marched into the dining room for an early breakfast. Then . . . "the boys took a hasty journey across the flats and boarded the five o'clock train on the Lehigh Valley R. R. After a ride of about three and a half hours the brakeman opened the car door and shouted 'Bethlehem,' and the boys were soon out upon the platform where they found the captain of the '89 football team of Lehigh University awaiting their arrival.

"At ten a.m. the first game of football between the Lehigh University boys and the Wyoming Seminary team was called. Prof. Allen acted as referee. During the

first half the ball passed from one side of the field to the other without gaining much for either side, until finally the ball being near Wyoming's goal, Lehigh's rush line forced it over the line and thus secured a touchdown. This was the only point scored during the game. During the second half, the ball remained near the center of the field the greater part of the time, and no points were gained. Thus the score stood four to zero in favor of the Lehigh team. The Lehigh boys were heavier and had a much stronger rush line than the Seminary team, but the Seminary team excelled them in kicking . . ." This was the story of the first football game played away from the Seminary, the beginning of a long catalogue of many trips to play other college freshman and "prep" school teams.

The football season of 1886 included three games: one with the Freshman of Lafayette College, one with the Hillman Academy, and one with Keystone Academy. Two of the games were played on the same day. The "Opinator" explained the circumstances: "Saturday, November 20, was a gala day at the Seminary. For three Saturdays the football team had made arrangements to play the Lafayette freshman team, and as many times rainy weather prevented the game. The fourth, or Saturday, the 20th, our team was engaged to play the Factoryville team; but on Friday afternoon the Lafayette boys wired that they would be here on Saturday, so our team concluded to play two games on the same day, and did. The first game was played with the Lafayette team. The game was called at eleven o'clock, the Seminary team taking the kick-off . . . the referee . . . called the game four minutes before time was up, when the ball was down

for Seminary within one foot of Lafayette's goal line. By this and other unjust decisions, the Seminary team lost the game. After a hearty dinner and a little rest our team filed out to the campus to play the game with Factoryville. This game was not noted for any particularly good plays. Our team had an easy victory . . . notwithstanding the fact that the Seminary team had played one game that day, and were somewhat tired, the game closed with a score of 51 to 0 in Seminary's favor."

When the spring of 1887 came, the interest in athletics and the need for some organization led the students and faculty to organize an Athletic Association. A report of this was given in the April "Opinator" as follows: ". . . On March 2, a meeting was called, and, after some discussion, it was decided to appoint a committee to frame a constitution for such an association. The committee was an active one, and were ready in a few days to submit their constitution to the students. It was adopted with but a few changes, and then an organization was effected, Prof. Allen being elected president. Boards of directors were then elected to control each interest—baseball, football, tennis, croquet. The directors on baseball already have four clubs ready for practice, out of which the Seminary Club will be selected . . . The ladies are interested, and quite a number have signified their intention of joining the association. Doubtless tennis and croquet will hereafter receive proper attention." The treasurer of the Association was Prof. Kuhn.

As mentioned above four baseball nines were organized in order to revive the lagging interest in baseball and to provide the players for the varsity nine. Three of the four

nines that were to play for the school championship bore the following names: First, "The Rivals," Second, "The Cyclones;" Fourth, "The Adelphians."

The new Association likewise . . . "gave an entertainment in the chapel on the evening of April first. The first part of the entertainment was literary and musical . . . Later, all who desired were furnished with refreshments, in the shape of ice cream, cake, and lemonade. The entertainment was a great success . . ."

Both of these activities of the W. S. A. A. were intended to arouse more general interest in the athletic life of the school. But in the June "Opinator" the editor complained, "It supplies a want long felt, and its good can be easily seen, especially in baseball. But there is still room for a great deal of improvement. The individual members should take more responsibility on themselves and not leave so much of the planning to a few. When there is work to be done, enough men can be found willing to do it, but there seems to be lacking a keen interest among most of the members. We would suggest that in the beginning of the Fall term the Association appoint a committee to arrange for a regular Field Day, when contests should take place in running, jumping, and other athletic exercises, and that another such Field Day should be held in the Spring . . ." Again in September the hope was expressed that lawn tennis and the field day would receive attention from the Association.

In the fall of 1887 when the football season began, it was first proposed that the varsity football team should . . . "go through a system of training. Certainly this should be the case. The members should be prohibited

from using tobacco, and we think they should be seated at a separate table in the dining hall and do away entirely with pie and cake. A code of laws should be enacted compelling the members to practice certain hours, and many things conducive to the best health. No more excursions to the pie shop for the football players . . ." This season the varsity was . . . "attired in white. What a picture of manly beauty they present."

One of the outstanding football games of the 1887 season was between Wyoming Seminary and the Lafayette Freshman. There was a crowd of about 300 spectators. "The day was a perfect one for football, the strong wind which had prevailed during the early part of the day had died away, and the sun was not bright enough to annoy the players. The air was just cold and crisp enough to make the hard playing an agreeable exercise . . ." The game began at 3:45 p.m. and was called on account of darkness, . . . "leaving the score 18 to 0 in favor of the Seminary, or one goal and three touchdowns to 0. The tackling on both sides was at times poor, but both teams backed up the runners effectually, showing a deal of scientific play. In Jaquish, David, and Billings the Seminary has three runners of marked endurance and ability. Their playing at times was decidedly brilliant." For this victory, "a royal oyster supper, prepared by order of Dr. Sprague, rewarded the Seminary team when they returned from the game with the Lafayette team." This team of 1887 was especially feted. "Their record is an honorable one." On December 6 . . . "Mr. James Case, our genial pie-shop man, invited the renowned 'varsity' football team to

his establishment . . . where he placed before them a royal repast of pies, cakes, etc."

Although the "Opinator" finally announced that the first academic year in which the Athletic Association functioned was the most successful in the school sports; yet, after the football season the Association was in debt and requesting support from the student body. More entertainments were given to raise some money for the baseball nine. Elaborate plans were made for the first field day to be held on May 26, 1888 which was to include 16 events such as running, hop, skip, and jump, handsprings, somersaults, a half-mile walk, etc. But the field day was finally "indefinitely postponed on account of the inclement weather."

The following spring a "play ball entertainment" was given in the chapel under the auspices of the Seminary Ball Club. The "Opinator" for April reported, "the program was opened with a piano solo by Miss Blackman. She received an encore to which she responded. Mr. Adolph Bauer, of Wilkes-Barre, sang two baritone solos. Both times he was encored. Prof. David James also favored us with a vocal solo. Rev. T. C. Edwards, our former elocution teacher, gave some very pleasing readings . . . One of the most pleasing features of the entertainment was a 'cello solo by Prof. Alexander of Wilkes-Barre. His playing showed remarkable skill and taste, and together with a beautiful piano accompaniment by Miss Blackman, charmed the audience into a breathless silence until the last note died away . . . A very curious as well as entertaining part of the program was an exhibition of club swinging by Prof. Armstrong." In this manner an

effort was made to raise money for the baseball season. However, the "Opinator" reporter concluded that the excellence of the entertainment deserved . . . "better patronage than it received." This method of financing was proving inadequate.

In the football season of 1889, the last game was played away from home with the Hackettstown Seminary, N. J. The "Opinator" for December gave the following account: "The team rode down by train arriving in the late forenoon. The gray morning darkened into a very wet and gloomy afternoon. The time before the game was very pleasantly spent under the kind guidance of Dr. Whitney, Principal of Hackettstown Seminary, in the thorough inspection of the large and beautiful buildings of the institute and in the enjoyment of the good things which the dinner table afforded. The game was called promptly at 2:30 p.m. The rain poured in torrents throughout the time of play, and the grounds were in a desperate condition. As is well-known, the game was very one sided for the Seminary . . . The contest was throughout in the Hackettstown end of the field, and most of the time very close to our opponent's goal line . . . Capt. Billings won the toss and took the ball, Hackettstown choosing the upper goal with wind and rain in their favor. Wyoming started off with the V trick, which carried the ball up the field 20 yards. The ball was passed to Meixell, who was downed after a gain of four yards. The signal of half-back King was now given, who aided by good guarding rushed the ball over the line, making the first touchdown in about 3 minutes . . . Twenty-two points were made in 17 minutes, and when time was called at the end

of the first half, the score stood 38 to 0 in the Seminary's favor. The game ended here in accordance with the wishes of both teams, owing to the fearful state of the field. The Hackettstown men played a plucky and gentlemanly game, but were distinctly out-classed in training and skill. The Seminary team played in their usual brilliant style, the rush line doing superb work. McKown made 4 touch-downs. Billings sent him again and again around the end and assisted by the splendid blocking of the half-backs and full-backs, in almost every instance he passed the goal line in safety. Beisel bucked the center well, and Dunham, Page, and Wagenhurst did effective work. Singer and McGuire played their usual good game.

"We wish to make our acknowledgements to the Hackettstown faculty and students for the very kindly treatment which we received at their hands . . . The Seminary contingent took the express to New York that night, and were comfortably quartered at the Grand Union Hotel at Forty-second Street where the Wesleyan and Pennsylvania teams were stopping. All the men attended the two great games on Thanksgiving day at the Berkeley Oval, and were greatly interested and instructed by the scientific work which they saw." It was noted that the team cheered for Wesleyan.

"We have every cause to look back with satisfaction upon the results of the football work this year. The outlook at the beginning was very dark, as there was only one old player in school, but pluck and perseverance and abundance of good material made up for lack of experience . . . The fine coaching of Wesley Woodruff . . . strengthened the team, and each member of the team of '89 made

up their minds not to let the football record of old Wyoming drop . . . The team has been well supported by the faculty and students . . ."

The Athletic Association finally carried the plans of its first year for a field day in the spring of 1891. On Friday, May 22 . . . "the prearranged program was carried out with but few changes" . . . at the West Side Park. The following winners of the chief events published in the "Opinator" give a basis to compare this first Wyoming Seminary Field Day with later events of the same character:

The winner of the 100-yard dash was D. C. Lazarus, time 11 seconds.

The winner of the shot-put was Otman Wagenhurst, distance 30 feet.

The winner of the one-half mile race was Mr. Bortree, time 2:15.

In the first trial for the cane spree, the winners were Wagenhurst and Jeffers; in the second trial, the winner was Mr. Jeffers.

The winner of the standing high jump was W. A. Wagner, distance 3 feet, 11 inches.

The winner of the fifty-yard dash was D. C. Lazarus, time six seconds.

The winner of the standing broad jump was Mr. Jayne, distance 9 feet.

The winner of the broad jump was W. A. Reynolds, distance 17 feet, 7 inches.

The winner of the 16-lb. hammer throw was E. B. Singer, distance 70.43 feet.

The winner of the running high jump was W. A. Wagner, distance 4 feet, 8 inches.

The winner of the one-mile bicycle race was Mr. Zobriskie, time 3:56.

The winner of the one-mile run was Frank Humphreys, having a handicap of 75 yards, time 6:66.

The winner of the pole vault was E. B. Singer, distance is not given.

A football game quite different from that played at Hackettstown was reported in the "Opinator" under this caption: "Seminary, 18; Wilkes-Barre, 10." This game was played on Saturday afternoon, September 26, 1891. "A large crowd thronged the place (West Side Park). The excitement was intense. The Seminary had the ball first, and pushed it rapidly to the 25-yard line, where they lost it. Then ensued a half hour of heavy and about equal fighting. Near the end of the first half the ball being near the Seminary goal, Brown with a short punt, sent it to the center, where it was caught by Meixell on the run, and carried over the line for a touchdown. In the second half on getting the ball the Seminary pushed it to the ten-yard line when Page made a touchdown—but six minutes from the start. Again they had the ball and pushed back their opposers rapidly, until Brown dodged over the line with the ball for another touchdown—5 minutes after the first. He again kicked goal. Then the fight was desperate. The Seminary goal was close pressed when Page slipped from a V and ran three-quarters of the field for a touchdown. It was not allowed because of a foul. The ball was brought back, when Page, guarded by Brown, did the very same thing over again. Brown

kicked a goal, and the score stood 18 to 6 in favor of the Seminary. After more hard contesting Warriner punted the ball high in the air. Reynolds missed it and Long caught and carried it behind the posts for Wilkes-Barre's second touchdown. Warriner failed at goal. Time was up, with ball at the center. Score—Seminary, 18; Wilkes-Barre, 10. One thing which especially pleases the Seminary boys is that the opposing team was organized for the purpose of defeating them. It was made up mostly of old college star players. Dougherty, Lehigh's famous rusher, came from Harrisburg to play."

This football team of the 1891 season was very successful so that the "Opinator" editor wrote that the team was . . . "the possible first team of the preparatory schools of the United States. Our boys have fairly proven themselves superior to all known school teams outside of the colleges . . ." Indeed this superiority may have been the reason for two disappointments at the close of the seasons. In the previous number this was briefly reported in part as follows: "The Seminary has been able to secure games with college consolidated and freshmen teams, but not with preparatory schools of its own rank. Hackettstown cancelled their game 5 days before the appointed time for the game, and Pennington did a little worse by cancelling theirs only 3 days before the appointed time. The Seminary desired very much to meet those teams so that they might ascertain their standing among preparatory schools. It looks very much as if the above-named schools were a little afraid of meeting with a 'Waterloo' at the hands of Wyoming." Among the teams out of the class of preparatory schools which the "Opinator" boasted

Seminary teams had defeated were Bucknell University, Princeton scrub, Lehigh scrub and freshmen, Lafayette scrub and freshmen, Wilkes-Barre A. C., and Scranton A. C.

The football season of 1892, however, opened with . . . "gloomy prospects, nine of last year's victorious eleven had left school, and but little material was found among the new members. Yet, Wyoming started out undaunted and played a game which, considering the material and the disadvantage, is seldom equalled. In the science of team play, she had no superiors among the preparatory schools . . . The season has seen scientific football ushered into Wyoming's athletics." In conclusion the editor wrote, "Wyoming did not win as many games as was her custom, and she lost more games than she usually does . . . Notwithstanding the disastrous season of '92, Wyoming still stands in the front rank of preparatory school football teams . . . In all the years that football has been played in the Institution, Wyoming has lost but five, and three of the five were lost to Varsity Elevens." Some of the gloom seemed to arise from the fact that Pennington had defeated the Seminary in the last game of the season in the manner explained below.

In 1892 before the football season opened, an inter-Seminary football league was organized under an Advisory Committee at Wesleyan, where there were alumni clubs for each of the three schools in the League. Wyoming Seminary, Hackettstown, and Pennington were the three preparatory schools in the League. This was apparently part of a scheme to center the football season on games with preparatory schools. The cup was donated by

Wesleyan and was called the "Wesleyan cup." It was won by Pennington in the football season of 1892. It is of interest that Wyoming lost the cup in this very dramatic manner: "Few students will ever forget the memorable contest the '92 team had with Pennington at the West Side Park, how, with the score 10-12, in the try at the goal the ball struck the crossbar and bounded back, thus shattering the hopes of the Seminary boys for the inter-scholastic championship." The League held a meeting at Hackettstown on September 30, 1893 to make out the schedule. Professors A. C. Howland and John H. Race attended. Each school played four games, two with each of its two rivals, for a championship cup which the winning school would keep for the ensuing year. However, difficulties arose in regard to Prof. Fenstermacher, the Seminary coach, playing in the games so that Wyoming Seminary played only the two games with Hackettstown. In both games Seminary was successful. Then the championship cup was sent by the Advisory Committee at Wesleyan to the Seminary on the grounds that it had been won through the default of Pennington. The League then dissolved. Wherever the merits of the controversy lay, several important issues were again brought to the fore: For many years the faculty coach under the prevailing custom played in the games either regularly or whenever the need arose. Qualifications for a player were not fixed by any rules, such as being a regular student in the institution for which he played, or any age limit, or any course requirements. The rules were broad and the field was wide open so that almost any able football player could be included on the team. The particular controversy

which ended the short-lived Seminary league was over the inclusion of a faculty member on each team. Prof. Fenstermacher was a boarder and took a regular course in music which appeared to meet the rules the League had written. In an "Opinator" review of each member of the team, the writer praised Prof. Fenstermacher in these words: "Will A. Fenstermacher, Pennington's great terror and Lafayette's great exhalf-back, is one of the best football players in the country. Not only did he prove a reliable coach, but also a strong player for the team. He played in two of our hardest games . . ."

The outstanding event in the athletic life of the school during 1893-1894 was the opening on Saturday, May 12, 1894, of the new Wyoming Field, the present George F. Nesbitt Field. The "Opinator" writer was really enthused, reflecting the enthusiasm of the student body: " 'Twas the opening day of our new exercise field . . . An athletic field that they could call their very own has been the ambitious desire of the students of the past decade. Now we have one. Such a field too! The exercises of 'Opening Day' were delightful. Dr. Sprague made a happy speech at the close of which he handed the keys of the gates and of the grandstand to Prof. Rufus B. Howland, President of the Athletic Association, who in a few felicitous phrases introduced President E. D. Warfield, of Lafayette. The talk that followed was all that the occasion could demand. Everyone was pleased. No old-fogyism about Dr. Warfield. Then the Amphictyon Banjo Club pleased us with their selections. Representatives of the different sports engaged in here each received from the president of the Athletic Association some emblem of his sport. As a grand

finale, our crack baseball nine met the would-be teachers from Columbia's County seat (Bloomsburg), who knew how to play the game, and after an interesting struggle 'downed them,' but these young pedagogues found no fault, they knew it was our gala day . . . The audience was large and representative, and the enthusiasm displayed gave encouragement to all interested in athletics at Wyoming."

In the period before the season of 1898, the football scoring system was as follows: goal from a touchdown—2 points, goal from the field—5 points, touchdown—4 points and a safety—2 points. Beginning with 1898 season the scoring was as follows: goal from touchdown—1 point, goal from field—5 points, touchdown—5 points, and safety—2 points.

A student in the period between 1892 and 1897 has written of Seminary's athletics in those days as follows: "The football teams were composed of big, rangy fellows with long hair—some with mustachios. One bald-headed tackle (a good one, too) wore a skull cap to protect his cranium; he also wore gloves during a game; he weighed only 150 lbs. and was a veritable hawk in following the ball. He was a Cuban, 'Pop' Fletcher.

"Although we did not know it at that time we were participating in the evolution of football from a pushing, shoving, bone-crushing form of contest to a safer, saner, more open style of play. In those 'dark ages' of football, mass plays, close formations, guards back and V-formation were featured in bruising, rough and tumble combat. Football was no 'parlor game' in 1895 and 1896 and a player had to be able to take it as well as dish it out and

the Seminary boys could usually do just that. We had no 'gym,' no field house or lockers; we dressed wherever we could and walked to Wyoming Field. Our appearance on the field belied our prowess as athletes. We wore non-descript uniforms—no two alike. My football uniform was a combination football-baseball getup and I had to keep moving to keep warm on the gridiron. But with all this inferior equipment we were a strong, cohesive unit and had wonderful offensive striking power and were equally strong on the defense.

"I recall one football game with Bloomsburg. The Normal School team had brand new uniforms, all kinds of pads, guards and equipment galore and really *looked* formidable. In contrast the Seminary team looked like a bunch of ragamuffins but, as soon as the game started, the old Wyoming spirit asserted itself and we defeated them 28-0 on their grounds and mussed up some of their new equipment. Incidentally, their center that day had a wooden leg which he used effectively on defensive plays. (Even wooden legs weren't barred in those days.)

"Our new Wyoming Athletic Field came in 1894. I played in the first baseball game on the new diamond. We had Stroudsburg as our opponents that day and the writer (playing third base) will never forget that game. A Stroudsburg batter hit an easy grounder toward third base; in my nervous eagerness I rushed in, scooped up the ball and threw wildly in the general direction of first base. The ball not only went 'way over the first baseman's head but completely out of the park, breaking a window in a church across the street.

"Our Reverend Dr. Sprague, also Professors Howland,

Thurston, Kuhn, Stevens and other members of the faculty took a keen interest in all Seminary athletic teams and were always on hand at our big contests, lending us encouragement."

The football team of 1894 was exceptional in playing ability and team play. The "Opinator" reviewed the season in these words: "Proudly the peerless team of '94 is pointed out. Brymer, Rymer, and Laycock have distinguished themselves in nearly every game . . . Rymer is a junior. His election as captain of '95 is a deserved compliment. Lake, who has played center, will enter Syracuse . . . Martin is one of the best all-around men on the team. He was captain early in the season . . . Reynolds and Rockwell have kept their ends up in good order, both belong to the class of '95. Thorpe as manager and Fenstermacher as coach are valuable men . . . A summary of the season shows that the first team played 10 games, only two of which they lost; the scores being 178 points against 72. The second team played four games, losing one; and scored 48 points against 10. An old shoe for luck always."

Another student of this same period who took a big part in athletics and was one of the outstanding football players has noted these points in regard to the Seminary athletic program: "The Seminary excelled in two sports, football and baseball. Professor Fenstermacher, a graduate of Lafayette and a football star, gave his time and ability to the coaching of the football teams in 1895-'96- and '97. He deserves much credit for the success of the teams. Wiley Woodruff, the great guard of University of Pa., and an all-American devoted some time to the coaching. Many of the students were outstanding not only at the

Seminary, but at various colleges and universities . . . I might remark that the equipment was crude and many times not enough suits for the varsity. Many of the boys furnished their own football togs. As I look back on those days of football, I often wonder at the spirit displayed under such conditions. There must have been a spirit of loyalty to the Seminary to spur the teams on to victory. The boys were 60-minute players. The great pitcher of all time, Christy Mathewson, was a student at Bucknell and one of our opponents in football and baseball. I had the great luck to make two touchdowns in less than four minutes in the last football game of the season of '96. We played against the Scranton professional team, and the score was Wyoming Seminary—12; Scranton—0. The runs were 65 yards on the first touchdown, and 95 yards on the kick-off. The game ended after the 95-yard run."

This team of 1896 was written up in the "Opinator" for February, 1898, in this manner: "The season of 1896 started with most of the '95 team in school. Gendall was captain of this team and Fenstermacher, the famous Lafayette halfback, was its coach. Although many of the best men were injured during the first part of the season, nevertheless, in the early part of November the team was in perfect form and played the Lafayette varsity team (two weeks after they had defeated the University of Pennsylvania 6-4), a remarkable game, holding them to 23-0. In this game Gendall, Decker, and Johnson fairly outdid themselves. After the Lafayette game all eyes were turned to the final game of the season with the Scranton Athletic Club, at Scranton, Thanksgiving Day, which was to decide the championship of Northeastern

Pennsylvania. This was a great battle. It was the last time that some of the Seminary team would ever wear the padded pants for the blue and white. Gendall, Smith, Robertson closed their Seminary football careers fittingly and played like Trojans . . ."

"The baseball teams were so good that they had to go out of their class to fill their schedules. Their opponents were state normal school, college, and professional teams. Annually they played against state and international league teams. We had Dorris, Hugh McDermott, Ralph Rymer, John Day, Mike McGroarty, and others. I played third base from '94 to '97. I was honored by being elected captain of the '96 football team and the '97 baseball team. The most outstanding pitcher was Jayne, who also became one of the most outstanding at Princeton University. He was affectionately called 'Lady Jane.'

"In track activities the greatest was Walter Tewksbury. While he did not shine at the Seminary, he became under the training of Mike Murphy at the University of Pennsylvania, a great runner, a record holder, and a member of the first Olympic team to represent the United States in Europe."

Very likely the reason he did not develop his track prowess at the Seminary then is the fact that a track team was a new adventure and marked the third major athletic development in the Seminary's athletic history. Although the field day had become an annual event, not until the season of 1897 was a track team organized. An "Opinator" editorial takes up this question in the February issue of 1897.

"Track athletics are now becoming very important in

spring sports, taking the place of baseball in many of our leading colleges. Wyoming is noted for her athletic ability and we feel that we would not be doing justice to ourselves or our school unless we make a great effort in this direction in the spring. A track team has been talked of for nearly a year but nothing definite has been accomplished as yet, but it is the intention of the managers of track athletics to have an organized team this spring term to compete with other schools. This team will consist of runners, jumpers, bicycle riders, hammer throwers and shot putters, and all persons proficient in athletic events."

The next "Opinator" reported progress in the development of a track team. The result of this determination is reported as follows: "Saturday, May 1, the track team met the Harry Hillman Academy team at the Young Men's Christian Association park, Wilkes-Barre. This was the first time that our team had contested against another, and they certainly won a good reputation, for they took all the events except two. From the first event the Hillman team did not seem a match for our boys. The first event was the 100 yards dash which was won by Barnes of Seminary, time 10⅖ seconds. The one-half mile bicycle race was won by Chandler, time 1.28¾. The hammer was won by George Morrow, distance 86½ feet. The broad jump was won by Barnes, distance 19 feet 5 inches. The pole vault was won by Paine of Hillman, height 10 feet. The 220 yards dash was won by Barnes, time 25 seconds. The hop, skip, and jump was won by Gendall, distance 39½ feet; the 440 yards dash was won by Barnes, time 57⅕ seconds. Putting the shot was won by W. H. Decker, distance 30½ feet. The 120 yards hurdle race was won by

Gendall, time 17⅕ seconds. The one mile race was won by Billings, time 5 minutes, 24 seconds. The high jump was won by Straw of Hillman, height 5 feet 6 inches."

With the completion of the Pettebone gymnasium, the students began to consider basketball as a competitive sport. In "Opinator" editorials for the issue of December, 1897 this short squib states: "We are glad to see that already there is an effort on foot to start a basket ball team. Why not? The exercise is almost as good as football, and with proper management we might have one of the best teams in the Valley." By the following spring this ambition had likewise been achieved. The May "Opinator," 1898, described the event in these words: "Saturday evening, April 23, the Gymnasium class gave an exhibition and the Seminary basket ball team played its first game with the Pittston team. The class exercises commenced with parallel-bar work and the vaulting-horse. The most proficient men upon the parallel-bars were Mr. Crispin and Mr. Austelle. After the exercises were finished the class formed in line and Mr. Evans, the physical director, led them through the mazes of a march with different figures. Then Prof. Evans gave an exhibition of club swinging. Mr. F. E. Johnson and Mr. E. J. Best then engaged in a wrestling bout. Mr. Johnson secured three falls from his opponent. The referee's whistle now called the basket ball teams from their dressing rooms and the floor was cleared for the game. The play was fast and furious from the start, the Seminary excelling in team playing and the Pittston team in basket throwing. About the middle of the first half Dershimer was hurt and Leuder was substituted. Billings, Dershimer, Biesecker, and Dean

were very much in evidence for the Seminary. The Pittston team won the game by a score of 12 to 5. Halves were 20 minutes each. The Seminary team lined up as follows: Forward—Dean and Biesecker; Center—Dershimer; Guards—Billings and MacFarlane; Sub—Leuder."

At the opening of school the next fall, 1898, basket ball had not yet been established as a major sport, for the Athletic Association elected only managers for football, baseball, and track. But, when the football season had closed, the Athletic Association held another meeting and "elected Prof. R. H. Williams manager of the basket ball team." The "Opinator" then continued in this manner: "An 'Opinator' reporter called on Prof. Williams in his laboratory and interviewed him on the present outlook for basket ball. When asked if we would have a team this year, he replied, 'Yes. At least we hope to.'

" 'What kind of material have you got at command for the team?'

" 'Fine material, I think. The fact is I am not critical about basket ball although I am interested in it . . . there will be no training table for the basket ball team.'

" 'I suppose you will coach the team?'

" 'Not much myself. We shall not be so very strict with the boys. I will watch them carefully, and give any aid I can in getting them into shape.'

" 'What about a schedule?'

" 'We are arranging one. Hope to make out a good one with some trips. We will play four or five games and maybe more.'

" 'Will you play Bloomsburg?'

" 'Yes. We hope to play them two games at least.'

"We can predict a successful year for Wyoming's basket ball team."

The winter season of 1898-1899 saw a regular basket ball team at the Seminary which played teams of other schools. Prof. R. H. Williams was a newcomer in the fall of 1898. He evidently carried much of the coaching program of Prof. Fenstermacher who had completed his work at the Seminary and left. Prof. Williams received a write-up in the "Opinator" with his cut. He came as "our junior instructor in sciences and also instructor in gymnasium." He taught two classes in Physiology, one class in Astronomy, and the various gymnasium classes. The "Opinator" biographical sketch stated: "Prof. Williams, a native of Utica, prepared for college at the Pottsdam Normal School, Pottsdam, N. Y. After completing his course there, he taught one year in the high school of Sing Sing, N. Y., and two years in the Troy Military Academy. He entered Wesleyan University in 1894 and graduated with a B. S. in 1898." (with special honors in chemistry) "It was while in college that Professor Williams took such an active part in athletics. All four years he played as right tackle, much to his credit, on the varsity team. After the West Point game, Oct. 9, 1897, the 'Argus' spoke very highly of the work done by Prof. Williams and sums up the game by saying, 'Williams played a star game from start to finish.' Also in the game with Brown University which was played on Thanksgiving the Professor did some very important work. His knowledge of football is very evident from the way he coaches the team in practice games. Professor Williams played baseball at Wesleyan. His position was that of

catcher on the University nine. He comes to us an all-round athlete and scholar."

In the summary of the football season of 1899, the "Opinator" writer suggests the character of Prof. Williams' work as follows: "What the varsity has accomplished has been entirely due to the push and hard work they have put into practice games. These games, Professor Williams has made full of spirited plays and of thorough coaching. Dr. Bull of Pennsylvania and other men have helped in coaching . . . The training has been systematic . . . Some years the management and the teams were quarreling all the time. It has been noticed, however, that since Prof. has taken hold of football in Wyoming Seminary, the morals of the team have improved. Continued wrangling at games, quarreling with the association and using of profane language have ceased. All this has increased the individual interest of every man in the work he had to do."

One of the interesting recollections of this period concerned with informal athletics tells this story: "Some of the students indulged in boxing, but once in a while they were handed a surprise. A new student appeared and the boys inquired whether he could box or not and he said, 'Not much.' However, he put on gloves with one of the boys, and after fooling for a round or two really began to box. He was the light-weight champion and called 'Lightning' Williams. One of our best guards on the football team was a prize fighter by the name of 'Mike' Beatty."

With this development of athletics and varsity teams, the usual problems appeared to tax the ingenuity of the

managers and the administration. Of course, money was a present lack, especially as expenses tended to increase near the close of the century. An editorial in the April-May "Opinator" for 1897 complained, "The students are not supporting our baseball team as well as the association would like, and very often the team, when playing a visiting team, has run behind financially. The price of admission is very reasonable, but still any one of the students has a right to do as he pleases about this matter, and it is certainly proper that he should. But something should be done to meet the expenses of the association." He then suggests that an athletic fee of $1.50 be charged each student by the school. The following spring the same problem harassed the Athletic Association. The "Opinator" for April, 1898, described the means employed for raising money. "At the beginning of the spring term, the Athletic Association was heavily in debt . . . We are glad to say that the Athletic Association was fertile in resources and that they found willing helpers. Through the efforts of Mr. Sampson the sum of $17.50 was raised by subscription; Mrs. Beebe's lecture netted the association $23; while the 'Old Folks' Concert' added $47 to the sum . . . The cheerfulness with which Mrs. Beebe and Miss Blackman devoted their time to the cause has won for them the gratitude of the entire student body. . . . On Friday evening, April 1, Mrs. Minnie Mason Beebe gave her delightfully interesting lecture on 'Rome.' Mrs. Beebe makes a fine appearance on the lecture platform and her rich, musical voice adds a charm to the subject. The views as shown on the screen were excellent and Mrs. Beebe's vivid descriptions made the scenes of ancient Rome

live again . . . Altogether the lecture was a rare treat . . . A very unique and pleasing entertainment, 'The Old Folks' Concert,' was rendered on Tuesday evening, April 15. Under the skillful training of Miss Blackman the lads and lassies of the Seminary acquitted themselves well . . . It is the intention of the committee to hold a lawn social on the last Friday evening in May." By such initiative the money was raised in the spring of 1898. A year later, the closing year of the 19th century, the question of the athletic finances was again harassing the association.

Two other problems arose, likewise, with the growth of strong varsity teams: frequent seasons when school spirit was apathetic aroused editors of the "Opinator"; and the issue of bringing in boys of unusual athletic ability who so strengthened the varsity teams that other preparatory schools would not compete with the Seminary. Sometimes these players paid little attention to their studies and soon left after a particular season was over. Since the income of the Athletic Association depended upon the interest of the student body in the contests, the custom grew up of holding a "rally" or "mass meeting" to stir enthusiasm in the fall term. Such a meeting was reported in the first number of the "Opinator" for the fall season of 1898 in the following excerpt:

"A mass meeting of the students was held at 3:30 o'clock, October 3, '98, for the purpose of rousing more enthusiasm among the students. Prof. Howland opened the meeting with a few appropriate remarks and then introduced Mr. Cool of Pittston. Mr. Cool has been halfback on Cornell and after speaking of Wyoming's record at football he said, 'If the schedule of games is supported

by the students this year, it will be much easier next year and the management next year could arrange to play preparatory schools of their own class. This would induce town people to attend the games.' Prof. Williams was then introduced and said in part, 'As I look over the student boys I see some of the best material that there is to be found in a preparatory school. If 150 to 200 boys would come out to the practice games it would inspire the men greatly.'

"Franck Darte, a graduate of Yale, was then presented and said, 'There are four things you need in football. First, you need a good coach and in Prof. Williams you have such a man. If you follow his instructions he will land you near the top, if not at the top. Second, you must not have too tender feelings. If the coach calls you down don't get angry. It is the best thing that can happen to you. Third, have a good 'scrub' team. Fourth, you must have a good financial backing.' Prof. Wolfe then said that he wanted $300 and a score against Bloomsburg of 48 to 0."

The question of special inducements to attract athletes to Wyoming Seminary had apparently come to a crisis in 1898-1899, for the "Opinator" of May, 1899, discussed the issue and announced that a new policy had been adopted in regard to the baseball team. An editorial stated the problem as follows: "There has been much discussion of late concerning the future of athletics at Wyoming. For years Wyoming Seminary has held first rank in the arena of athletics. She has won on hard fought fields, time after time; and the sons of old Wyoming are justly proud of her record. At present she is approaching

a crisis. Our teams find that they are unable to cope with the teams they have successfully opposed in former years. What is responsible for the present state of affairs? Is her interest in athletics waning, or is there some deeper, underlying truth that commands attention. We believe the latter. It is a fact that the average age of students attending Wyoming Seminary has been growing less and less, year by year, and now the average age is little greater to represent Wyoming on the athletic field than that of the common high school. It follows of necessity, that the players chosen are younger and less experienced than her representatives of former years. Wyoming, as is well known, has followed a policy of playing none but the stronger teams from the other schools. Now that she is not strong enough to cope with these teams, the question arises, 'shall we offer special inducements to athletes for coming to Wyoming?' "

The temporary conclusion to the matter is found in this item headed, "Pure Athletics": "What student is there who does not admire pure athletics? It is getting so in this part of the country, that pure athletics are unknown. Wyoming Seminary has taken a stand on this matter that will be applauded by a large majority of the alumni. It is that only pure athletics will be allowed. However, the way of arriving at this conclusion is rather disastrous to this year's baseball plans. All games scheduled with schools that are out of our class, in that they have professional players on their teams, had to be cancelled. Today, Wyoming can boast that not a single man has been offered this year a compensation in any shape or form for playing on our baseball team, and the majority

of our team are not last fall's football team, either. We are proud that in all ways our team is purely amateur."

That this was by no means the end of the matter is evident in this editorial in the May 1st copy of the 1900 "Opinator": "At the faculty meeting last week, a very important action was taken. The faculty made a resolution to the effect that no one who is not taking work here equivalent to ten bells a week, can represent the Seminary in any athletic contest. This is intended to prevent the use of contestants who might nominally register, but do no work. It is, however, but a corroboration of the sentiment of the school. Some may think that the requirement of ten bells a week is too much. It surely would bar some music or elocution students who are legitimate members of the school . . . In order that athletics might be kept subordinate to our studies the faculty decided, in the aforementioned meeting, that anyone, who is noticeably deficient in his studies, may not be allowed to enter any public contest. This is a step which almost every school and college, with a true ideal of combined scholarship and athletics, has taken. It should have been taken here long ago. Now, it came as a surprise to all, and caused some dissatisfaction because it suddenly blocked a good runner from the relay team. The man had been sufficiently warned, but no such official action was expected, especially at this time. We believe that the resolution should be extended so as to bar out from *every* place and exercise except the classrooms and recitations, those whose work is not satisfactory. The discrimination should not be made against athletics alone." In 1904 this restriction was added: no student with an average in his studies under 80 would

be allowed to go with a team on a trip if he would thereby lose class work.

However valuable the services of the man barred from the relay team may have been, there were other members of track teams who could excel, as this news item in May proves: "Four magnificent cups, prizes won in the relay races at the University of Pennsylvania were received Monday morning. The cups are the property of the men who engaged in the race; Evans, Simons, Law and Piekarski . . ." Successes such as this led to a demand for a trophy room. The "Opinator" editor was sarcastic in regard to a trophy place, "We have heard that the Seminary had a trophy room somewhere, but we do not remember that we ever saw it. Someone says that it is not kept in the shape that is demanded by the dignity and rank of Wyoming Seminary. If this be true, the state of affairs should be rectified."

After this period of complaint and reform, the school year 1900-1901 began in a most encouraging manner for the Athletic Association. The debt-problem had been left from the spring sports. In the "Opinator" for October 9, 1900, this editorial appeared: "Monday morning the students and faculty of Wyoming Seminary were given a chance to show their loyalty to the school. For some time the Athletic Council has been laboring to place the A. A. upon a strong financial basis. It was decided to place the matter before the students as a body. Accordingly, Monday morning Prof. Ferguson and Mr. Johns presented the facts to the students and a subscription paper was started. Within fifteen minutes . . . about $165

had been subscribed. This is the kind of spirit worth having—and we may say, *maintaining*."

This school spirit was maintained evidently. An editorial entitled "School Spirit" in the latter part of October said in part, "We were glad to see so much school spirit on Saturday evening. For some years, Wyoming's spirit has been, more or less, slumbering. Our teams were both crowned with victory on Saturday and we had some *ringing* spirit. The varsity appreciated and will put up a harder game with Lehigh next Saturday. Especially are the young ladies to be commended for their part. . . . It was a pretty sight on Saturday evening; every hat was raised and quiet reigned, as the song was sung and the yell given."

The football season of 1900 was one of those pleasant experiences when all factors seem to combine to create an ideal series of contests. Even the weather cooperated. "It has been an ideal fall for football. Out of the whole season, there has not been one rainy day." The student enthusiasm had increased as the season progressed with new songs and new yells so that "each team coming to Wyoming has said that our team did not lack support from the side lines." Then there was the work of the manager, the coach, and the team. "No one has anything but praise for every man upon the team. . . . Every man filled his place and helped every other fellow. The men never refused during the whole season to go out to practice, no matter how unpleasant the weather . . . Professor Ferguson too has had the welfare of the team at heart and has worked hard in their behalf." The team played 12 games, two of which they lost, two of which were scoreless for both

contestants, and the other 8 games were victories, in seven of which the opponent did not score at all. Wyoming scored 170 points against 57 for her opponents. Because of the success of the season, the question of giving the team sweaters at the end of the season arose. The "Opinator" stated that opinion in the student body was divided on this issue. "There are some very good arguments on both sides. It is something in which we should all be interested." However, the financial report of the Athletic Association gave no evidence that sweaters were purchased for the "Letter" men.

This was Professor Ferguson's first coaching season at Wyoming Seminary. In this capacity he replaced Prof. Williams. The latter had taken a position as an instructor in mathematics at the Horace Mann School in New York City. (In 1920 Prof. Williams lost his life saving the life of a child at Scarborough, N. Y.) The "Opinator" welcomed Prof. Ferguson with this report of him: "Prof. Ferguson was born in Princeville, Illinois. He prepared for college at the academy in his native town, after which he entered Williams College at Williamstown, Mass. Prof. Ferguson took the scientific course and graduated in 1900. He has an excellent athletic record. He played full-back on the varsity football eleven. Also he played basket ball, and centerfield on the Williams baseball team. Here at Wyoming, Prof. Ferguson is at the head of the department in Physiology and Chemistry and has charge of the boys' gymnasium." He continued in this position until 1902. He received his M. A. from Columbia University in 1904 and continued teaching.

It was during these football seasons that Dr. Bull, a

graduate of the University of Pennsylvania, aided in the coaching. He evidently did most of the coaching in 1901. It was even a more successful season than that of 1900, for the team played 12 games, lost only one game (to Bucknell Varsity), and was scored on in only five other games. Total points scored were 282; total points scored against team, 32. The season of 1901 closed with a football banquet and a reception to Dr. Bull. On Thursday evening, December 5, 1901, the annual football banquet was held at Becker's. In part the "Opinator" report ran as follows: "Promptly at 8 o'clock the team gathered around the festive board, manager Johns at the head, who later acted as toastmaster. At his right was Coach Bull and captain Maxwell, while at his left was Taggart of last year's fame . . . When the ice cream came on in the shape of a football, Krauter made a beautiful pass, Hards did not fumble, Simons made no long runs, but every man held for downs . . . Taggart was called upon for the presentation of a photograph to Dr. Bull, who in a large measure is responsible for Wyoming's long list of victories. In a short talk Taggart spoke of the past season. In closing, he presented to Dr. Bull a beautiful briar pipe inlaid with gold, having on one side a football and on the other 'W. S. F. T.' Then Dr. Bull, greatly surprised but evidently pleased, arose and for 10 minutes spoke earnestly upon the team and the general subject of football. As he spoke, one felt his great love for the game and all listened to him as a veteran of the gridiron . . . He complimented Wyoming on her fighting spirit; Captain Maxwell, for his example and aggressive spirit; and Taggart, for his admirable generalship and for his ability in knowing just

what to do at the proper time . . . Professor Ferguson spoke upon 'The Ladies.' He was the funny man of the evening . . ." The banquet after more speeches came to a close, with the singing of several songs. "Then, at the suggestion of Dr. Bull, as manager Johns arose, the team sang 'He's a Jolly Good Fellow'. Our 'Alma Mater' was sung and then—'Sis! Boom! Ah! Bull!' rang upon the air. Then 18 young fellows put the entire force of their lungs into one last long 'Rah! Rah! Wyo!' "

"On Saturday evening, December 7, 1901, a reception was given to Dr. A. E. Bull by the students of Wyoming Seminary. The reception was held in the Seminary parlors . . . The reception committee, consisting of Miss Russell, Miss Jackson, Dr. Bull, and Prof. Ferguson, greeted the guests in the first parlor. This was very beautifully decorated with the red and blue of Pennsylvania, the Doctor's Alma Mater."

In the fall term of 1901, the tennis enthusiasts organized to promote student participation in the sport. Among the local news items the following is first: "On Tuesday last a Tennis Association was formed. Its object is to increase the tennis enthusiasm in the Seminary, and to get everyone interested in that game. The officers elected were: president, Prof. Stevens; vice-president, Miss Law; secretary, Miss Atkinson; treasurer, Mr. McCann. A tournament is to be held later in the season. It is desired that a large number of players enter this contest . . ." Such a tournament was held, the last match being played on Tuesday, Oct. 29, 1901 . . . "when Wiley beat Oberrender 6-2, 6-2." The matches were all "singles," and eleven matches had been played previous to this one.

Some fourteen of the boys had taken part. The "Opinator" remarked, "There seems to be material in the Seminary for a good tennis team, and efforts should be made next spring to have a strong team and arrange matches with other schools." No such team was organized but there was another tournament in May, 1902, which was played in one afternoon. Six girls and six boys entered. Again the games were "singles." "At the conclusion of eight sets, it was found that four, Miss Brainerd and Messrs. Bryan, Coxe, and Wiley had lost but two sets each. It was consequently necessary to play off for the prize. Miss Brainerd and Mr. Bryan played the other two and lost. Mr. Coxe lost to Mr. Wiley. Mr. Wiley was therefore declared the winner of the prize, a painting presented by Miss Jackson (the Art teacher) . . . During the afternoon, ice cream was served by the Y. M. C. A. The cream was all sold and a neat little sum was realized."

During the winter term of the same school year, there was another innovation made possible because the school had a gymnasium. The "Opinator" for February 25, 1902 reported the event: "The first indoor track meet in the history of the Seminary athletics was held Friday evening in the Pettebone Gymnasium, and was a pronounced success. The events were all interesting, the only drawback being that they were run off rather slowly. It was a stormy evening, but notwithstanding this fact a good crowd attended the meet. The features of the evening's entertainment were the breaking of the Seminary's record for running high jump, and the excellent dumb-bell drill of the twenty young ladies led by Miss Southwell. This drill was heartily applauded, and the young ladies were

obliged to respond to an encore. The baton swinging by William Lewis was also an interesting feature. All the events which counted in the contest for prizes were handicap events, an effort being made to equalize any difference in skill which might exist. The first prize, a handsome silk cushion, was won by Simons, who made 21½ points. Grant was second with 12 points and to him was awarded a blue denim cushion. A Wyoming banner, third prize, was won by Butts with eight points. Grant also won the special prize for the pole-vault, a handsome hand-painted picture frame presented by Miss Jackson." Included in the events were a three-legged race and an Indian club race. The judges were: Frank Cool, Prof. Howland, and Prof. Stevens.

In the fall of 1902, a new physical director took up the duties of Prof. Ferguson. Prof. George Briggs Lufkin was a native of Rumford, Maine and a graduate the previous June with a B.S. degree from Wesleyan University. The football season had some setbacks in contrast to some of the more brilliant performances of earlier teams. Prof. Lufkin seems to have played right guard in most of the games. The season got off to a disappointing start as recorded in this news item for the first scheduled game away from home: "Saturday just as the football team was about to board the train for Selinsgrove to play Susquehanna University a telegram was handed to the manager canceling the game. It was a great disappointment to the team." The game played with the Mercersburg School on October 11 was a tie as neither team scored but the "Opinator" reporter seemed to feel it was an unusual game in every respect: "Last Saturday Wyoming played

a game that would do credit to any preparatory school in the country, for our team kept them from scoring. By this game Wyoming has shown that she is in the class with Lawrenceville, Hill School, and Penn Charter. It certainly was a great game played in a downpour of rain and on a lake instead of a field. But prettier football has not been seen outside of colleges, and both teams deserve the greatest praise for their stamina and playing —swift, clean football." Four games were lost as the season advanced, however. The bitter pill to swallow was evidently the defeat the team received in the home game with Blair Hall. The score was 11-6 in favor of the Blair team. The "Opinator" reporter ruefully wrote, "It is interesting to know this is the first time in five years that Wyoming has been defeated by a school in its own class." The last game of the season was with Lafayette and ended with a score of 12 to 6, some compensation for the previous defeats. Prof. Lufkin's first year of football coaching had encountered some difficulties, especially in the matter of injuries. But his second year as football coach saw another of those very successful seasons with a student enthusiasm which Prof. Harding did much to stimulate. In the fall of 1903 Seminary played ten games; two games were defeats, the one with Bucknell (0-27) and the one with Mercersburg (0-5); two of the games were scoreless for both teams, those played with Lehigh and with Bloomsburg; the remaining six games were victories. Although the previous year Dickinson had defeated the Seminary team by a score of 35 to 0, the game on November 7, 1903 ended in a Seminary victory with the score of 25 to 0. The victory, the "Opinator" suggested was due to . . .

"the student body yelling like mad, and also a team which entirely surpassed their expectation." The victory was followed in the evening by a bonfire which was described in these words, ". . . Saturday evening, after supper, material for a bonfire was collected out by the engine house, the inhabitants of Swetland were called forth, and after a parade about the campus, all celebrated the victory around the fire by cheers and speeches from the different players. Finally the ladies were escorted to their door by the boys in a body, all feeling better for the fun." At the last game of the season on the home field against Bloomsburg, student enthusiasm was at a high pitch. The "Opinator" news column in part gave this description, "the Bloomsburg game last Saturday raised the spirits of the students of Wyoming to such a height that they had, in Prof. Harding's words, 'a peerade and a band.' Shortly after 2 P.M. the students set out with the band in a long procession, waving all kinds of banners and tooting horns. After marching through the streets of Kingston, the procession paraded the race track, and finally stopped at the bleachers. The Seminary's blue and white was very much in evidence, and the students, under the leadership of Prof. Harding and the senior president, cheered the team as only Wyoming students can . . ." In the "Opinator's" three-page summary of the season these factors were given credit for the success of the football team: "The school, from the first, was behind the team with a good hearty school spirit that inspired and stimulated the boys to a remarkable degree. More than any other one cause that was responsible for this was the attitude that Prof. Harding assumed as soon as school opened . . . He, as director of

cheering, welded the school into a unit which nobly stood by the team and encouraged it, even when defeat might reasonably have been expected, to hold out to the end. The team itself had the proper spirit, a spirit that makes winning teams . . . The coaching was of a high order, being led by Prof. Lufkin and Captain Simons, with occasional help from interested alumni . . . Too much credit cannot be given to Prof. Lufkin for the masterly manner in which he handled the men. From first to last he was patient and self-contained. He knew the game and worked hard and faithfully for the best interests of each man. He has the good will and admiration of every member of the team . . ."

The year 1903-1904 completed Prof. Lufkin's two year tenure at the Seminary. In a farewell editorial the "Opinator" writer stated in part: "As a coach of football and baseball, Prof. Lufkin has been exceedingly popular and successful. As a teacher and friend of the student body, he, by his conscientiousness, his even-tempered, cheerful and unassuming manner, has won for himself a popularity, not of the momentary kind . . . but of a kind steadily increasing and enduring. Prof. Lufkin feels, however, that he should apply himself to some more permanent business, where he will have a chance for advancement, and accordingly he is taking advantage of an excellent opportunity that is now presented to him. . ." He entered business, becoming first a clerk and later a factory superintendent for the W. W. Kimball Company of Chicago, Ill.

Prof. Archibald S. Bennett was successor to Prof. Lufkin in the physical education work and in the science department. Prof. A. S. Bennett was a graduate of Law-

rence College in Wisconsin. He had had two years of teaching experience in the high schools of Fon-du-Lac and Grand Rapids, Michigan. He took up the work of coaching the football team for the season of 1904 and had a successful season; out of the eight important games played, the Seminary team lost only two and was scored against in only one other game. The two games lost were the one against Mercersburg and the one against Bloomsburg. Prof. A. S. Bennett remained only one year and, in the fall of 1905, he was succeeded by Prof. Sherman D. Chambers.

The Cross Country Club was very active in the season, 1904-1905. The object of this club was to increase interest in track and to train better the prospective candidates, for the "Opinator" editor noted that in competition the Seminary was handicapped and as a result track teams in previous years had not had "sufficient endurance to sustain them in long and difficult meets." The program outlined at the first meeting included the following: "The club will start from the Seminary at about four o'clock and cover a distance of from three to four miles, gradually increasing it as they gain endurance. It is the intention to walk for a short distance at a brisk pace, with a chance for each to talk and enjoy himself, then to run for a mile or so; then to walk again. In such a manner endurance will be gained and the surrounding country visited. Then in four or five weeks a run over a certain course will be held and the winner will receive a prize." Later in the fall plans were made for the race which took place on November 22, 1904. Only those were eligible who had been out with the club "at least 15 times between October

15 and November 22." Three days a week the cross country club went over a course between two to four miles. "When the test finally came on November 22, about 18 men entered the three-and-one-half-mile race. The day was cool, the course muddy, and the track at the field unusually heavy, so that the runners had great difficulty to strive against. However, a hot pace was set, and the distance was covered in twenty-three minutes, a very good record considering the heavy course. Hardy, the winner, put up a very pretty race; sprinting as soon as he struck the track (the last half mile was on the cinder track at the Nesbitt Field) he kept about twenty yards ahead of the second man until the finish. When the next two runners, Todd and Chamberlain entered the Athletic Field, Todd led, but at the beginning of the 100-yard course, Chamberlain got a lead of about two yards, which he kept till he crossed the tape. Todd finished a close third, and Hoppe, a new man, captured an easy fourth place. The young racers stood the test well, and with a few exceptions were not much fatigued by the hard run. Suitable prizes were presented to the first four—the first, a beautiful banner commemorating the occasion, and the other three, Wyoming banners." The club continued some outdoor running during the winter and supplemented that with indoor work.

This scheme of providing incentive to boys to train and keep in condition all winter bore fruit, for the track team in the spring season of 1906 had an unusually successful record. At the close of the year the "Opinator" editor could look back and feel that the school owed a debt of gratitude to the team. He wrote, "the dual meet with

Dickinson a week ago last Saturday closed what has been unquestionably the most successful season in the history of Wyoming . . . The members of the team have worked hard and faithfully; they have trained long and consistently, and all this with no coach . . . They have achieved the object which they sought . . . They have won first place in the great Philadelphia meet, second place in the Syracuse meet, and as a climax, have defeated Dickinson, our old rival in football."

The Philadelphia meet referred to was, of course, the "interscholastic athletic carnival held at Philadelphia under the management of the University of Pennsylvania. There, on Franklin Field, the best athletes of the East meet annually in the relay, hurdles, high and broad jump, pole vault, hammer throw, and shot put. The colleges and preparatory schools in New England and the Middle Atlantic States are represented. The great feature of the meet is the relay races." The "Penn relays" began in 1894 and Wyoming Seminary first sent a competing team in 1900. An "Opinator" review of the winners of the meets from 1900 through 1911 revealed that Seminary had won twice, in 1902 as well as 1906, and had won third place in 1910 and second place in 1911. "We have shown a steady gain from the time the first team was sent down, the team this year (1911) making the best time of any relay team representing the Seminary." The team of 1902 has been regarded as the best relay team the Seminary ever had. They took first place in the Philadelphia meet in 3:47." In 1906 Seminary time was 3:44; in 1910, 3:38⅖, and in 1911, 3:36⅕.

In 1911 the track team, likewise, won second place at

the thirteenth annual interscholastic meet at Syracuse University. The Seminary team won no first places ". . . except in the relay race and that did not count for points. The winning team from Travis, who scored 37 points and won first place, was composed of but two men. These two men have taken part in meets for years and are exceptional athletes." The Seminary team scored 18½ points and won the relay cup. This same track team likewise held "both the indoor and outdoor championships for Northern Pennsylvania." The "Opinator" summary concluded with these words of praise: "Captain Richards has not only done excellent work on the track, but he has been very faithful with the men. With him as captain, Wyoming track affairs have gained considerably. About fifty medals have been won, also two large cups, four smaller cups, two large point trophies and a silk banner."

At the close of the year in June, 1903, there was still the problem of raising sufficient funds to pay the ever increasing expenses of the Athletic Association. In the fall, the selling of season athletic tickets was tried. Between September 23 and November 26, $365 was taken in for season tickets sold. This combined with the increase in gate receipts at some of the games ($247.60 at the Bloomsburg game and $227.75 at the University of Pennsylvania Freshman game) aided in balancing expenses and reduced the annual debt, ended the special contributions, and made less necessary special entertainments. It did not, however, end the deficits but this plan soon merged into the plan of an athletic fund from a charge included in the student expenses. In the first half of the first term of the year 1906-1907, the record showed Mr. Wakefield had

sold season tickets worth $230; season tickets sold in the office were worth only $15. In the report for the months of Sept., Oct., Nov., the amount realized from season tickets was $85 but the amount from the "Seminary Athletic Fund" was $400. The income from big games like the Bloomsburg game was for many years a chief source of income.

The circumstances under which Prof. Ernest E. Quay came to Wyoming Seminary as coach and teacher is told in the twenty-first chapter. A long period of successful teams followed which continued the fame of the Seminary in interscholastic athletics. The program was extended and came eventually to include a wide range of sport opportunities for both the Seminary boys and girls. The spirit of the teams and uniformly high standards of coaching and playing were in no small part due to the personal interest of Dr. Sprague in every detail of the work of the teams and in the quality of each player's performance. This intense interest in a game well played which Dr. Sprague always manifested was another side of his versatile personality. His presence was often a source of inspiration to the coaches and the boys. The multitude of duties and the increasing load of work did not ever interrupt his attendance at games and at practice. Prof. Quay has written in regard to this phase of Dr. Sprague's life, "His inspirational talks at 'pep' meetings and at athletic dinners always created a profound impression. Visiting college coaches and guest speakers marveled at him in his later years. At 90 years of age he had lost none of his dynamic personality in this respect. He never lost interest in the boys from Wyoming who went on to college and

made a name for themselves in inter-collegiate athletic competition. To him the athlete was the embodiment of the dynamic spirit of life, which he so well exemplified in his own active existence. He had no sympathy for a coward or a quitter. In his long service to the school he loved so well he had many battles to fight, and he experienced defeats as well as victories. He had weaknesses to overcome, but he possessed the courage and strength to emerge victorious. His was the true athlete's attitude toward life. He believed that a man has a job to do every day of his life."

Prof. Edgar Brace, who succeeded Prof. Quay as the head coach, and who both as a student and player in Wyoming Seminary and later as a coach and teacher, knew Dr. Sprague, has likewise written of Dr. Sprague's part in the athletic life of the school in these words, "In 1912 and 1913 Jack Brominski, better known as 'Battling Gates,' one of the best bantam weight fighters this section of the country had ever seen, played an end on Wyoming's varsity football team. Dr. Sprague used to watch Jack train in the Wyoming gymnasium. One day he told Jack that he would like to go to the Armory and see him in real action in one of his fights, but he was afraid that some of the church brethren might not understand his motive.

"Dr. Sprague was a real football fan and he understood the game. After nearly every home game he would call on the coach and want to discuss some of the fine points of the game. Why did a certain play fail? Why did a certain player miss a tackle? Why did some one else miss a pass? And especially if Wyoming lost the game he always wanted to know just why the team failed to win. He often

stopped on the campus to discuss some particularly interesting play with an individual player and wanted the player's viewpoint on just why or how a certain play was executed. He would pat a boy on the back and praise him for a good exhibition. Likewise, he would offer some fatherly advice to the lad who had failed to carry out his assignment on some play. He knew and called all the boys by their first or nicknames and this certainly helped to build what is called, 'that old Wyoming Spirit.' Many, many Wyoming athletes owe their success in college and in life after college to the encouragement, help, and advice they received from Dr. Sprague, and his fatherly interest in them."

As the years passed the gymnasium work became a more important part of the school work, especially since it became a required part of the curriculum. To stimulate interest in this phase of the school program and lift it above just a routine, exhibitions were planned and students competed for first place on a point system. In the winter of 1906-1907 a prize was offered to increase interest. An "Opinator" editorial announced, "Many of the students doubtless know of the prize of ten dollars which Dr. Sprague has decided to award to the student who shall be judged best in gymnasium work . . . We have a fine gymnasium, equalled in few preparatory schools, and we have a competent physical instructor, Professor Chambers, a former officer of the National Guard. Genuine interest on the part of many of the students has been lacking . . . Too many have attended for fear of demerits rather than for any real benefit to themselves. The offer of the prize

is an admirable solution of the problem, for it gives a positive aim for the students to work for . . ."

The girls began the tradition of closing the year's gymnasium work occasionally with a May-Day Carnival held out-of-doors. At the end of May, 1907, the May-Day was held. As reported: "Through the energetic supervision of Miss Alice Blair, the friends of the Seminary were treated last Friday afternoon to one of the prettiest sights ever seen here, when the girls of the school held a May-Day carnival. The May-pole with its blue and white streamers, was erected on the back campus, while near by stood the evergreen throne prepared for the reception of the May Queen . . . The Senior girls wore brown crepe paper dresses with white hats, the Junior girls wore white gowns with red hats, the Sophomores were attired in red and blue, the Freshmen in blue and gold. The girls stationed themselves in double row leading up to the foot of the throne, thus forming an aisle for the entrance of the queen . . . Miss Alice Blair, Queen of the May, entered with her maids of honor and the attendants. The little group passed down the long aisle to the throne where the queen was crowned with due ceremonies. Then took place the picturesque May-pole dance . . . The class drills which followed deserve much praise; the garland drill by the Sophomores and Freshmen, the hoop drill by the Juniors, and the Indian huntress drill by the Seniors. The huntress drill, even though it was a repetition of the one given at the gymnasium exhibition in the early spring, seemed in no wise to have lost its popularity, for great was the enthusiasm of the spectators."

In 1915 another variety of gymnasium exhibition was

tried, the circus. Since it was a novelty and difficult to prepare, two postponements were necessary before the actual performance. The final "Opinator" announcement stated, "It's a long lane that has no turning, and the Gymnasium Circus, after a long and weary postponement, is now ready. On Saturday evening, April 17, this collection of novelties will exhibit for one night only, in the Pettebone Gymnasium. Salome, who has been spending the interval at Palm Beach, will return for the occasion; another strange animal for the menagerie has been captured in Larksville; and Signor Hastoni, the wonderful acrobat, will appear." The spectacle as described by an observer included some of the following features: "The crowd fought for admission to the side shows, Salome being the special attraction. The Mammoth Museum of Marvels was a close second and was packed to capacity while it was open. A great variety of snakes was among the attractions and the missing link from the wilds of Shickshinny. . . . For the small sum of one cent, one was allowed to see the 'biggest thing in the world.' The big show started with a grand pee-rade led by the Queen of the Circus, Miss Marion Goodwin, in her chariot, accompanied by attendants. Bayrum and Barley's Bucolic Band furnished the music for the pee-rade, and after the band came the wild animals. Jack Brominski and Stanley Croop gave an exhibition of three rounds of clever boxing . . . Boxtater's Mammoth Minstrels were supplemented by two coons, a tough, and a gentleman who indulged in harmony and humor . . . Then the clowns and the acrobats appeared . . . The acrobats, led by Jack Haston the well-known athlete and gymnast, did some clever and

daring performing on the trapeze bars . . . The seven Sutherland Sisters brought the circus to a close with their dainty and delightful dancing. This proved to be one of the main features of the evening, so great was the skill and so pleasing the appearance of the dancers. . ."

Another interesting variation to the sports program was a bowling tournament in the winter of 1915-1916. This was intended to stimulate student interest in the use of the bowling alleys in the Pettebone gymnasium. The "Opinator" for December 2, 1915 announced: "The bowling tournament which has been planned for some time was started last Tuesday. Six teams were chosen on the basis of individual scores for two games. A schedule has been arranged wherein one team meets another every afternoon for the coming three weeks . . . The winning team is that one which wins the greatest number of the matches . . . Medals are to be provided for the six men on the winning team, besides the championship medal going to the man with the highest individual average. It is also planned that from the six men making the highest score a team can be selected to challenge the Kingston Club which has the use of our alleys each evening." Although the matches took longer than three weeks the final outcome was as follows: "Team F, composed of Price (Captain), Callahan, Wilcox, Miller, and Anderson went through all the matches without a defeat. Individual honors also went to Allison Miller, who averaged above 150 for the entire ten games. Frederick James was the nearest contender for the individual championship . . . James' high score of 209 has stood the test throughout all succeeding matches . . . Each member of the winning team received

a handsome bronze medal with an old English 'W' engraved on it. An individual championship medal also went to Miller."

With the entrance of the United States into the first World War, plans were made for the introduction of a course in military drill. The Trustees at the regular June meeting adopted a motion to provide for military training. The Vice-President and Dr. Sprague were to work out the plan. In September the course began. As reported by the "Opinator," it opened with instruction ". . . in small groups until the elements have been learned. When the students are far enough advanced they will be formed into regular squads, companies, and battalions and will be taught all the manoeuvers of these divisions." Suits of khaki with canvas leggings and felt hats were secured. Although the beginnings were somewhat confused and lacked discipline, the purchase of guns and the appointment of officers established a routine. The program was developed under the direction of Prof. Paul W. Waterman and took the place of the required gymnasium work. "Fall in! This was the command which greeted the boys gathered on the back campus one afternoon in early fall." As one of the "Opinator" writers put it, "we wonder that Old Centenary Hall can stand such a shock as this must give her in her old age, for it is a sight that has never before been seen upon the campus of Wyoming. We hear of it in the classroom, in the dining hall, and in chapel; in fact its spirit seems to exist in the very atmosphere in which we live. It is the beginning of military training at Wyoming Seminary."

The summary of the high spots in the program as given

in the 1918 "Wyoming" included the following: "The next innovation was 'guard duty' which began in the late part of October with the purchase of several rifles by the school. This gave the officers an opportunity to enforce a more strict discipline. There was soon a marked change and the boys could be seen most any day silently tramping around the back campus . . . A short time before Christmas vacation officers were appointed . . . In spite of the cramped quarters of the gymnasium, regular drill was held throughout the winter months. During this time rifle practice made its appearance in the new rifle range in the basement of the gymnasium, and instruction in the manual of arms was begun, which was followed in the spring by more complete instruction with modern rifles. With the coming of spring, hikes and regular drills on the campus and athletic field filled the program. The appearance of the battalion on hikes and in the Liberty Day parade showed the people of the Valley that Wyoming Seminary had a military organization worthy of the name." Preparatory to these public appearances, the Trustees authorized the purchase of a flag for the battalion. The military training program did not replace the major sports. These continued as before although under some handicap because of the war.

In the fall of 1918 the "Opinator" announced: "This year we have all the facilities for a successful year. At the end of last year the commissioned officers and sergeants of one company were appointed, leaving all the officers of the second company and the corporals of the first company to be appointed at the beginning of the year. This will give a good opportunity to the new recruits to be-

come officers in the very beginning. Uniforms will have to be bought by every student taking a regular course at Wyoming." "The uniforms consisted of a hat, pants, jacket, belt, and canvas puttees for $10.90 and were sold to the boys by the Simon Long's Sons of Wilkes-Barre. All registered boys except the 18-week commercial students were required to take part in the program." The regular football schedule was likewise arranged but the entire school program was interrupted and the 1918 fall season is the single exception in the regular playing of a football schedule since football became a major sport. Between October 10 and November 21, 1918, no "Opinator" was published, for school was not in session. The news reporter explained the situation as follows: "Owing to the influenza epidemic and war conditions, football has been discontinued for this season. From the beginning it was evident we could not have a full schedule. Syracuse Freshmen, Penn State Freshmen, Bloomsburg Normal, and Mercersburg, four of our strongest opponents, cancelled their games at the beginning of the season. This, however, did not halt Coach Quay's preparations for a winning team. While other games were being booked for the open dates, the team went out daily to practice. Our eleven was rapidly getting into condition for the game with Blair Hall at Blairstown on October 5 when word was received from Blair that there were 30 cases of influenza in the school . . . It was not deemed advisable by Dr. Sprague to make the trip, so the game was cancelled. The following week the team was to go to Allentown, but this game was cancelled owing to the epidemic. Then came the word that school was to be dismissed for an

indefinite period. After a four weeks' recess the school reconvened, but games could not be scheduled then."

In the fall of 1919, the sports program and the gymnasium course returned to the routine of peacetime. Only the "guard bell," a disciplinary 9th bell drill with a rifle, remained as a reminder of the war battalion drill, which was continued until September 1933. At first the "guard bell" was just for those boys who failed to report to their regular gymnasium class; later it became a punishment for disorder. As an "Opinator" writer stated it: "Now that the war is over, Wyoming again steps to the front . . . to put forth the best possible peace program for the boys. She has adopted again, for the boys, the plan of compulsory gymnasium . . . This year Wyoming will offer a very splendid gymnasium program which will be a combination of physical and military training. The U. S. A. D. R. will be followed for the drill work in the course, instead of the usual Swedish footwork. And those exercises which are especially body-building and corrective will be particularly emphasized. An added feature of the gymnasium work will be the emphasis placed on organized indoor games. . ."

In the years immediately following the first World War, a kind of golden age for Wyoming Seminary in interscholastic athletics brought Prof. Quay's period of coaching to a climax. After the cancellation of the football season in 1918, a series of successful seasons followed such as the Seminary had not enjoyed previously. The yearbook for 1920 especially complimented Coach Quay in these words, "Wyoming Seminary has always been highly in favor of athletics, and can produce evidence of

the fact that her teams have been of the highest caliber. This is largely due to the conscientious work of coach Ernest E. Quay, who during the past nine years has coached football, baseball, and basketball . . . This year, 1919-1920, has been a red-letter year, for Coach Quay has never before placed such well-equipped and hard fighting teams on the field and on the floor. In recognition of this, we, the class of 1920, wish for Coach Quay, the utmost success in future years." Indeed the football season of 1919 was one of the most outstanding in the history of Seminary's teams. "Six varsity men returned and formed a nucleus for a very strong team. The schedule was the hardest any Seminary team has faced in recent years and different from all preceding years. Good feeling was prevalent among the members of the squad, and under the expert coaching of Prof. Quay, the men rapidly improved. Of seven games played only one was a defeat, and that one at the hands of the Syracuse Freshmen who outweighed our team fifteen pounds to the man. The eleven improved throughout the season until the final game with the Lafayette Scrubs, when it was invincible." The football season was followed by a basketball season which was ". . . interesting and successful. . . . The few defeats the team met with brought no discredit to them . . . We certainly do not begrudge Perkiomen her two victories, and, as for the defeat at Bloomsburg, the last game of the season made up for that . . . Out of fifteen games played, Wyoming won twelve and lost three . . . Wyoming scored 606 points against 400 for her opponents." The last game of the season, the return game with Bloomsburg, wiped out the earlier defeat at the hands of the same team by a

score of 54 to 27. The baseball team that year was unusually proficient and tried a longer schedule than any team had in the preceding years.

The football season of 1920 was another success. It opened ". . . with four of last year's players as a nucleus about which to build a team. Prof. Quay had a good group of new men from which to pick and in a short time a splendid team was organized . . . Out of nine hard games Wyoming suffered defeat in only three—Bellefonte, Cornell, and Lafayette . . . The game with Lafayette Freshmen was the last of the season . . . It was here that the true Wyoming spirit was at its best, for, although covered with mud and shivering with cold, our players could be readily distinguished by their smile and sportsmanship. In this manner the successful season came to a close." This was followed by an unusually successful basketball season. "Out of a total of 17 games played we lost only two: one to Bloomsburg and one to the Wilkes-Barre High School." The Bloomsburg set-back was by a score of 23 to 16; and the other occurred in the return game with Wilkes-Barre High School by a single point. The three toughest opponents—Lehigh and Bucknell Freshmen, and Bellefonte, were defeated early in the season by this strong team.

The football season of 1921 was the climax to the two preceding years of preparation and careful training by Coach Quay. "Thanksgiving day closed Wyoming's most successful football season, not one game being lost. This year's team was the best that has represented Wyoming in many years, the team of Bellefonte Academy being the only one which showed any opposition, holding our boys

to a tie score, six to six. The season started with eleven of last year's letter men and many new candidates. From the beginning, the prospects for a successful season appeared promising, so much so in fact, that Coach Quay had difficulty selecting his team from so many good candidates. . . . Too much praise cannot be given Coach Quay for the remarkable showing of the varsity, for it was chiefly through his ability that a championship team was developed." The basketball team that year likewise made a better record than the team of the year before. Out of 26 games, the varsity quintet won all but three. "Six men of this year's varsity were letter men last year, a fact which shows Wyoming had a wealth of experienced material. Every man was a star, but perhaps the most brilliant of them was captain David McMullin; his playing was always of the highest type. He was also a foul shooter of no mean talent . . ." The first real defeat was suffered by the team down at Bellefonte Academy. "For the last game of the season Bellefonte came up to the Seminary. Old Alumni claimed that this game was the greatest ever played in the Pettebone gymnasium. The team was without the services of Captain McMullin. Our old standby, Harding, took his roommate's position, and capably filled McMullin's shoes. The score was nip and tuck throughout the entire game, which ended with Wyoming one point behind Bellefonte. However, such a defeat was glorious, for the battle was fought against Wyoming's keenest rivals. 'Horse' Chase was a big factor in the quintet. Chase, at center, made many points for the team; he outjumped his opponents in every game. Salata played his usual star game at guard; he broke up passes with ease

and always guarded his man. 'Steve' Thomas played his usual good game at forward; he was a good man under the basket, nearly always a sure shot. 'Vic' Baiz was a new man at the Seminary this year. He developed into one of the best all-around players on the team—at guard, he kept the opposing side from making many scores, but he also scored baskets at forward and jumped center. Jack Wall was another new member of this year's squad. He played a consistent game too." Coach Quay developed a baseball team in the spring of 1922 of the same relative merit. "Only two of last year's varsity did not return. Their positions were soon filled by Beretski and McGrellis, two new men. Up to the time this article is written only one game out of eight played has been lost. (That one was the return game with Bethlehem 'Prep' at Bethlehem.) The record is especially good when it is realised that most of the games were played on the fields of the opposing teams, owing to the condition of our athletic field which is undergoing repairs. Seigle and Beretski are doing the pitching and are being well handled by Shepi and Ankner behind the bat. None of these four remain idle when not pitching or catching, but are used in the outfield because of their good hitting ability. The infield is one of the best seen at Wyoming in some years, with Chase, McGrellis, Harding, and McMullin working together like a well-oiled machine. The outfield, though not quite as brilliant as the others, is nevertheless good. Sotolongo, Crooks, Delaney, Salata, and Jones are used by turns in the outfield."

The first game of the football season in 1922 was with the Syracuse Freshmen and was a part of the dedicatory

exercises for the opening of the Nesbitt Memorial Field. The candidates for the teams had reported for practice on the back campus since the field was not quite finished. On October 7 school spirit was at a peak. "Every son and daughter of 'Old Wyo' turned out in a body and sat in a drizzling rain to see the game. The Wyoming boys were the under-dogs, but by their irresistible fighting spirit they held the much heavier opponent to a scoreless tie. Everyone agreed this was a fitting dedication for the new field." That season out of the nine games the varsity played two were defeats, two were ties, and the rest were victories although the schedule was an especially tough one. Big crowds attended these games when they were on the Nesbitt Memorial Field, sometimes filling the old bleachers and spreading along the side lines. The last game of the 1922 season on Thanksgiving day was typical: The game was played with Mansfield Normal School. "It was an ideal day for a game. The air was cool and invigorating. The stands and bleachers were filled to overflowing long before the time for the game to begin. Our fellows were prepared for a hard battle and went into the game for all they were worth, with the result that they soon had Mansfield on the run. Captain Munns thrilled the stands by kicking a drop-kick from the 45-yard line just before the final whistle. The game closed with the score 41 to 0."

In the eleven years up to and including 1922-1923, Coach Quay had the following record in the three major sports: "Total football games played were 101; 73 were won and 20 lost and 8 tied. Basketball games played were 158; 121 were won and 37 were lost. Baseball games played were 124; 94 were won, 28 were lost, and two were

tied." Although the baseball games were not so well attended, great crowds came to the football and basketball games so that the athletic treasury was adequately filled. One of the hard fought games of each season in the mid-twenties was with the St. Thomas team in Scranton. Whether the game was played in Scranton or on the Nesbitt Field, there was a big and very demonstrative crowd. For several years the game was played on Armistice day, November 11. In the football season of 1924 in which the varsity lost only one game (to Pennsylvania State College Freshmen) the big game of the fall was with St. Thomas in the Nesbitt Stadium. "The St. Thomas team was husky and fast. It was expected by many people that Wyoming would be defeated. The boys from Scranton were very confident of victory. The Wyoming team entered the game with the 'do-or-die' spirit. Both sides played the best football they knew. Wyoming took the lead in the first quarter and held it through the game. Halfback Wilson of Wyoming did some brilliant running back of intercepted passes. The final score was 21 to 0 in favor of Wyoming. An immense crowd that filled Nesbitt Stadium to overflowing saw the game."

In the 1920's another varsity sport was introduced at Wyoming Seminary—wrestling. After the close of the football season in 1926, Prof. Norman Smith proposed the introduction of wrestling as a regular Seminary sport. In the "Opinator" issue of January 28, 1927, an editorial made this announcement: "It was recently announced by Coach Smith that at the last faculty meeting, it was decided that a wrestling team be organized. Immediately the call was issued for wrestlers, and a room in the gym-

nasium was padded for the purpose. On the first day designated for practice, about one dozen boys appeared and since then the the number has been growing rapidly." Roland (Red) J. Tellier, a native of Prof. Smith's state of Rhode Island, carried much of the coaching work in preparing his fellow teammates, since Prof. Smith was tied up with the other coaching work. This work progressed rapidly and the "Opinator" was able to report in the February 11 issue, "Saturday afternoon Coach Smith held a series of elimination matches to determine the personnel of the varsity wrestling squad. As a result a number of good matches were run off before a small crowd of spectators . . . Due to Coach Smith's untiring efforts a great many boys have been attracted to this sport and we look forward to some interesting matches."

On Friday evening, February 18, 1927, the wrestling team met its first opponent and a new major sport began its development in Wyoming Seminary. The "Opinator" report described the event as follows: "Friday night, in the Pettebone gymnasium, a sport which was heretofore strange in this school was given a start. The Wyoming wrestling team held it first meet of the season with the experienced veterans of the Wilkes-Barre Y. M. C. A. as opponents. Although the 'Y' team had the advantage of much previous experience, the Seminary boys stepped right out, and proceeded to make a highly creditable showing, winning three bouts and losing three. A large crowd witnessed the bouts, which were of a most thrilling nature . . . George Dean, Wyoming's clever and fast 125 pounder, won on a fall from Bob Ellis in two minutes and four seconds. He used a head chancery and crotch hold. Joe

Karry of the 'Y', using a head lock won the second bout in the short time of one minute and forty-five seconds, from Ransom of Wyoming. Moses Hughes of the 'Y' won the next bout on a decision. Rosser, his opponent, secured a head lock at the start, both boys going to the mat. Hughes pinned Rosser underneath, and held him for the full time. Peter Kapsalis of Wyoming furnished the surprise by winning on a fall from Stahl of the 'Y'. Stahl is famous for his expert use of the scissors, but Kapsalis, after being caught by this particular grip, broke it with ease, and a short time later pinned Stahl to the mat with a leg hold. Kapsalis showed great form, and will be a large factor in upholding Wyoming's name on the mat. In the next bout, the 158-pound class, Mike Desantles of the 'Y' gave a splendid exhibition of the game, and succeeded in dropping Meixell of Wyoming in quick time. Tellier of Wyoming won the decision of Akson of the 'Y' in a bout which went the entire ten minutes. Both boys were near defeat several times but managed to pull out."

The next evening, Saturday, before the regular basketball game a match was played with the F. & M team in which Wyoming was defeated . . . "by a score of 21 to 5. Tellier of Wyoming scored the team's 5 points. Williams succeeded in holding his opponent to a draw, and an extra period was needed to determine the winner. At the end of this extra period, the heavyweight bout was still a draw, after which the coaches decided to let it stand. Although the Seminary boys displayed a great amount of grit and courage, they were no match for their far more experienced opponents. The bouts were hard fought, many of them going the limit . . ." The follow-

ing week a return match was played in Lancaster where Wyoming was again defeated but Captain Tellier won two bouts on falls. In the "Opinator" for March 25, the news section included this item: "Captain 'Red' Tellier and Coach Norman Smith of the Wyoming Seminary wrestling team are leaving this Friday for Lancaster, Pa., to enter in the Interscholastic Wrestling Tournament at the F. & M. College . . . Tellier is working out every afternoon with Coach Smith . . ." The following week the report of the matches announced, "Captain 'Red' Tellier of our wrestling team won both the light-heavyweight and heavyweight championships of the eastern preparatory schools at Lancaster last Saturday. He won both preliminaries by falls and one of his finals by a fall and the other by decision, in two extra three-minute periods. Tellier showed great strength and endurance, and skill as a wrestler and he soon won the praise of the whole crowd."

When the season ended, the Athletic Council voted Captain Roland Tellier a varsity 5-inch block letter. "He went undefeated in eight bouts, six of which he won by falls and two by decisions. He also won the Eastern United States heavyweight and light-heavyweight scholastic championship at Lancaster. When the Athletic Council voted to give Captain Tellier this reward, wrestling was recognized as a major sport . . ."Prof. Smith was then elected coach of the wrestling for the year 1927-1928. Under his coaching an excellent wrestling team was developed. As a matter of interest, this second season of the sport, the team defeated F. & M. Academy in both meets. However, the team lost the other two meets with

Liberty High School. Varsity letters were given to seven members of the team at the end of the season.

Since Prof. Quay had discontinued active coaching and Prof. Brace was the head coach of football, Prof. Smith's coaching work was greatly increased and he was unable to continue with the wrestling team. In one of the matches with Franklin and Marshall, Prof. Quay went with the team. He watched Austin Bishop, who was the athletic director of the Lancaster Public Schools, training a big fellow for a wrestling meet. He was impressed by his evident ability and suggested to Dr. Sprague that he consider Prof. Bishop when the latter was seeking a wrestling coach and a gymnasium teacher. As a result Prof. Bishop became a member of the Wyoming faculty in the fall of 1928. Prof. Bishop was a graduate of Franklin and Marshall College with a B.S. degree. He taught American History and Algebra in addition to his gymnasium and coaching schedule. In the wrestling season of 1928-1929, there were ten wrestling meets, of which the Seminary team won seven and lost three, two of which were lost to Manheim High School, the Interscholastic Champions. "With a green team, composed of one varsity man and six men who had never wrestled before, Coach Bishop welded a juggernaut that crushed opponents in every direction in one of the hardest schedules of any year." Prof. Austin Bishop not only put Wyoming Seminary into the class of those preparatory schools and high schools that had had wrestling as a major sport for some time, he likewise popularized the sport in Northeastern Pennsylvania. In the fall of 1936 Prof. Bishop accepted the position of wrestling coach at the University of Penn-

sylvania. Prof. Bishop's departure not only deprived the Seminary of an able and energetic coach and teacher, but also of the unusual talents of Mrs. Austin Bishop (Miss Zara Culp) who had been the head of the Public Speaking Department from 1926 to 1937 and who had stimulated interest among the students and the community in the presentation of serious plays on the new stage in the Sara Nesbitt Memorial gymnasium. This was another of those Seminary romances which culminated in marriage. Prof. Bishop had taken up the sport of wrestling where Prof. Smith's interest and initiative had started it and he had aroused not only student interest but widespread outside enthusiasm for this ancient sport. After he left the Seminary, Prof. Bishop published a coaching manual of wrestling.

In the fall of 1937 Prof. Raymond Sparks joined the Seminary faculty as the third coach since wrestling was first introduced. The "Opinator" reported, "He graduated with a degree of B.S. from Indiana State Teachers' College and with an M.A. from Columbia University. . . . We also welcome Mrs. Sparks to our number." Coach Sparks had a successful season. A news item in the school paper made this comment, "We offer our heartiest congratulations to Coach Sparks who has given Wyoming another fine wrestling team. Our boys won seven dual meets and lost one, and were second in the National Prep School Championship. Such an enviable record deserves much congratulation." Prof. Sparks won further laurels his first year at the Seminary with the publication of a textbook on: *Safety for School Use*" . . . "Professor Sparks has collaborated with Miss Florence Nelson, editor

of the *Safety Education Magazine,* and Professor Olis G. Jamison, Principal of the Laboratory School of the Indiana State Teachers' College in producing a book, effective in its purpose to contribute to the life-saving movement, to develop qualities of good citizenship . . . 'Safety Through the Year' is a neat combination of text- and workbook for use in the upper grades as the foundation for a course in safety education." Prof. Sparks entered the U. S. Navy in the spring of 1943 in the capacity of coach and athletic director. However, like Prof. Smith he is on leave-of-absence for the duration of the War and will return to Wyoming Seminary when the War is over.

In the fall of 1926, Professor Quay retired from active coaching after fifteen years that have become a tradition of success in Seminary sports history. He became the director of athletics, a position filled for many years by Prof. E. I. Wolfe. Professor Edgar Brace became the head coach of Wyoming's football team. Prof. Brace had had a long experience in the sports program of Wyoming Seminary, which coupled with an unbounded enthusiasm for the school, made his success inevitable. A native of "Old Shawnee," he came to Wyoming as a freshman the same year that Prof. Quay came to coach football and Dr. Fleck came to teach Latin. 1911 was, so to speak, a Seminary "annus mirabilis." In an "Opinator" sketch of his life, the writer noted: "Entering vigorously into school activities, his first year he played basketball, baseball, and 'scrub' football. In the next two years he played varsity football, varsity baseball, and was a member of the varsity track team. Having taken a special college preparatory course in three years, he graduated from the Seminary in

the year 1914." Of him, the "Wyoming" had this to say in 1914, "Edgar is one of those fellows who sticks to a thing until he gets it. Whether it is football or Greek—he sticks." Prof. Brace, who was not only an outstanding athlete but, likewise, an excellent student, went to Oberlin. He immediately entered into the college activities, for the "Opinator" alumni news reported in its issue for October 15, 1914, "Edgar Brace, '14, is making good as a right end on the freshman football team at Oberlin College." In the February 18, 1915 issue this item stated, "Edgar Brace, '14, Oberlin, '18, has been elected secretary of the college Y. M. C. A. This office comes as quite an honor to Mr. Brace who has been at Oberlin less than a year." As soon as he graduated, Prof. Brace . . . "was for six months at the Officers' Training School in the heavy artillery service at Fortress Monroe, Virginia." With the armistice, he was mustered out before the close of 1918 and came home to Plymouth. "When he visited the Seminary, his old school, he was asked to substitute in the mathematics department because the dreaded 'flu' had spread to the school and to some of the faculty. Professor Brace was so successful as a mathematics teacher that he was given a steady position here in 1919. He became assistant football coach, basketball coach, and track coach in his first year and was appointed head coach in the fall of 1926. As a result, the 1926 Varsity football squad was an undefeated team."

Besides coaching the "scrub" football and basketball teams, Prof. Brace determined to develop a Seminary track team again. At the close of the first World War, Wyoming Seminary had not had a track team for three

years. Because of this fact, coach Brace had some difficulty developing a team from inexperienced material. Nevertheless, a team was trained in the spring of 1920. They held their first meet with the Scranton Central High School. It was very close and the Seminary won by a score of 57 to 56. The following year there was a greater interest in the fall in track than there had been for several years. A large number reported for cross-country practice. "Although there were but two letter men who returned, a large number of recruits signed up and practised regularly. When the spring season opened up they were in fair condition. A relay team composed of Humpleby, Chase, Fenton and Williamson made the trip to the Pennsylvania relays, and ran well, placing fourth in their event." The track squad worked hard but had little chance to show its caliber. ". . . because of the impossibility of securing meets. Prof. Brace is developing a squad of winners among the underclassmen and most of them will be back next year to put track back in Wyoming as a major sport." In 1921-1922 the cross country training was the outstanding track interest and brought out more candidates than in the preceding year. "A grilling training over the three mile course, with the five mile run thrown in for variety, put the men in splendid condition for the final test of the fall season. The big run came off just before the last game of football. The race was run over the usual course, and the time was fast. The cup was won by Eric H. Faigle, who finished by a long lead. J. A. Rinkin won second place and was closely contested by V. R. Crooks. The regular track team, however, could do little but keep in condition for what is to follow next

year. Due to the splendid gift of Mr. Nesbitt, the athletic field could not be used much this year but will be ready next year . . . Credit is due Coach Brace for building up this branch of athletics in Wyoming again. Prof. Fleet has proved himself an able assistant to Coach Brace in running the cross country teams last fall."

The following year, 1922-1923, brought the reward of careful training and perseverance with inadequate equipment. During the fall Prof. Fleet took the team around the three mile course at a rapid pace. The big race took place on Thanksgiving day before the football game with Mansfield Normal School previously described in these pages. "The day was cold, yet not too cold for the race and in the air was that sting that puts the 'pep' into everybody. The race was run over the usual course and the finish was made on the new cinder track before a crowded grandstand. The pace was fast and hard. Clarence Andrews won the cup by a long lead. W. D. Lewis won second place, with R. Klinges a close third." During the winter, every Friday, the track men had the gymnasium entirely to themselves. On the floor of the gymnasium hurdling, vaulting, high and broad jumping were practised. "Exciting quarter-mile races were held nearly every day. An inter-class track meet was held in the gymnasium about two days before Easter vacation." After the Easter vacation ". . . the team was able to get out on the cinders. What a difference it was in comparison with the small track in the gymnasium . . . The new cinder track proved to be such a great improvement over the old dirt track and the spirit shown by the boys put the coach in anticipation of a good season . . . Enough thanks

cannot be given to Mr. Nesbitt for making possible such a fine field and track. The boys increased their speed on the cinders and have developed into a formidable team." Prof. Brace trained a "crack" relay team for the Pennsylvania Relays. McAvoy, Washco, Sheridan, and Henry were the men on the relay team. They won second place with time 3:42. In the spring of 1924 the relay team made up of Wen Andrews, Whitmore, Harding, and McAvoy went to the Pennsylvania Relays and won first place. This success marked the complete return of track as an outstanding sport at Wyoming Seminary. In the dual track meet with Perkiomen, the Seminary team won. At the Syracuse Inter-Scholastics the team came out in sixth place in competition with thirty schools. Thus Prof. Brace saw his efforts rewarded.

In addition to his coaching, Prof. Brace has always taught a full schedule of mathematics classes. Enthusiastic and dynamic he makes mathematics a relatively simple subject even to many of those who find it most abstruse. "We shall long remember, even after Wyoming days are over, the 'Brace' method of teaching life and algebra," the "Opinator" writer concluded.

In the decades following the first World War, there were the usual periods of fluctuating school spirit. One of the high spots in this respect came in the school year 1926-1927. Following the usual custom, a big "pep" meeting was held in the chapel the Friday before the first football game of the season. In part, the climax came about as the "Opinator" reporter summarized the scene: "First we heard from our worthy coach, Prof. Brace, who gave a fine and complete outline for the ensuing year. He reminded

us of the facts that hardship and sacrifice accompany any merit in football, and that the members of the squad try earnestly to honor and uphold their Alma Mater with the expectation that the student body will cheer them on to victory . . . Next, we had the pleasure of listening to our assistant coach, Prof. Smith, and he likewise gave us a fine talk. . . . Then we heard from Captain Bodle who told us of the great sportsmanship displayed in football . . . The highest point possible was reached when the newly elected senior cheerleader, Martin Ogelsby, brought to our attention the fact that our school spirit needed rejuvenation, offering us a very far-reaching slogan which he felt sure would serve the purpose. He asked us to be loyal in case of defeat as well as in victory, thus setting a fine example for the students to live up to. Then in a most surprising manner he presented the school with a beautiful banner bearing his suggested slogan, 'Victory or Defeat, Wyoming Forever,' written in white letters on a blue background. This was indeed an unexpected addition to our meeting and had a stimulating result for after that the cheering and the singing seemed to come from their very hearts."

This same year Prof. Quay received a letter from a frequent spectator at Seminary games who praised the school spirit which was especially strong that year. Some of the points he made are quoted as follows from the "Opinator": "I have attended several games played at the Wyoming Stadium and been delighted with the Wyoming team . . . Your boys are very careful with their language . . . In the face of reverses they stick together and quietly 'dig in' to do their best . . . The referee's decisions are taken

in a gentlemanly spirit . . . The team is physically well-trained . . . I wish to command you and your associate, Prof. Brace, for the type of clean, wholesome sport which you are conducting at Wyoming . . ."

In the school year, 1930-1931, another sport was first introduced at Wyoming Seminary. The new swimming pool in the Sprague Memorial Hall was a stimulus to organize a swimming team. The previous year Prof. Smith had stirred some interest in the regular swimming period by competitive swimming and diving events as a class and intramural sport. In the "Wyoming" for 1931 there was this statement, "This year Wyoming has inaugurated a new branch of sport. A swimming club has been established, which, although not recognized as an official school sport, has faculty sanction and has made an enviable record. The scheme was fostered by a group of the more aquatic-minded students, who elected Baring Coughlin as their captain, and raced to victory in a large majority of their meets. . . . Prof. Stevens is to be thanked for the time and labor he devoted to helping the raw material get down to fighting trim, and for the advice and encouragement that helped to promote a successful season." Six meets were held with the Scranton schools and Wyoming won four of the six meets. In the winter of 1931-1932, the Athletic Council placed swimming on the regular sports program as a varsity sport. Prof. Stevens was elected to coach the sport. The team opened the season with a victory over the Scranton Swimming Association. After winning six meets, the team lost the last meet to the Scranton Central High School team, which the boys had defeated earlier in the season. In fact as the

years passed the successes of the swimming teams led this sport to be called the "always victorious" sport. In the fall of 1933, Prof. Guy Meiss, assistant in the Dean School of Business, became the coach of the swimming teams until his enlistment in the army after the war began. Prof. Meiss turned out a series of well-trained teams, members of which were able to break records in the Seminary pool and likewise records attained in other pools. The season for the year, 1936-1937, for instance, four records were broken. Three of the records broken were school records, that is a record made by a Seminary boy in any pool: "the 100-yard breast stroke captured by Joseph Laird in 1 minute, 20 2/10 seconds; the 100-yard back stroke made by Robert Thomas in 1 minute, 13 2/10 seconds, the 160-yard relay won by Thomas, Laird, Chegwidden, and Davenport in 1 minute, 24 6/10 seconds. Thomas, Laird, and captain-elect Griffin smashed one of the Seminary pool records, of which feat all are proud. It was the 180-yard medley relay which they swam in 1 minute, 58 seconds." The swimming team for the season won five meets out of eight. By 1941 the swimming team was filling a hard schedule of meets with opponents such as: Scranton University, Cornell Freshmen, Syracuse Freshmen, Lehigh Freshmen, Franklin and Marshall Freshmen, Seton Hall College Freshmen, etc. When Prof. Meiss left for army training in 1942, Prof. Richard Abbot began coaching the teams and he has continued the excellent work of his two predecessors.

When the United States entered World War II, the government decided that this time, they would carry the program. Thus, there was no repetition of the required

military drill system introduced in the first World War, nor was the gymnasium work abandoned. Instead the gymnasium work set out to prepare the boys physically for the rigors of the basic training program at the Army and Navy camps by introducing a commando obstacle course. The regular sports have been continued although the interscholastic games have been greatly curtailed because of restrictions on travel. In the spring of 1942 under the leadership of Prof. Sparks (until he entered the U. S. Naval training program) an intramural sports program was introduced instead of the usual interscholastic competition. Some game was open for every boy. The boys signed up for the particular sport each preferred. The faculty members divided the school week afternoons so that each sport was supervised, each individual score kept on a chart and military rank granted on the basis of points. The contests were among the four divisions of boys: the Air Corps, the Army, the Marines, and the Navy. The program was opened at a chapel assembly with Colonel Atherton as the speaker. He spoke about the great need for physically fit men in the armed services, illustrating his theme with stories of his experiences with the A. E. F. in France in the first World War. At the end of the semester the program closed with assembly exercises in the chapel at which time the winning scores of the divisions were read, the individuals with the highest ranks based on their scores were given special mention. The entire program was very much enjoyed and "everyone had a lot of fun." It is hoped that when peace comes and absent faculty members have returned, such a program can be repeated.

The Girls Enter Interscholastic Sports

Although the girls had a basketball team photographed for the annual as early as 1907, their games were intramural. In the school year 1913-1914, Miss Cassidy, the gymnasium teacher, organized a girls' basketball team which played games with nearby schools. "Although the girls succeeded in winning only one of the five games played, yet the interest they showed was remarkable for the first year. The games were very well-attended." This first team played two games with Wilkes-Barre Institute, both of which they lost. They lost the game they played with Plymouth High School and also the one they played with Wilkes-Barre High School. The game they won was played with Dorranceton High School. The members of this team were: Marjorie Lindsay, Captain, who with Alice Hileman played forward; Janet Lindsay and Blanche Prentice who played guards; Doris Batchelor and Anna Lewis who played centers; and Elinor Newell and Miriam Clark were substitutes. In 1916 the summary of the season stated the following: "Wyoming may well be proud of her girls' basketball team this year. At the beginning of the season there were only two girls remaining from last year's team, Miss Lindsay and Miss Prentice. Miss Lindsay was the star of last year's team and promised to be even better this year, but she was lost to the team soon after the season opened. The girls did not lose courage, however, and after faithful practice a team was developed under the direction of Miss Cassidy. The season's work is considered very successful, as the team lost only two games, one of which was atoned for in the

return game. The girls played a consistent game at all times and never gave up until the last whistle blew. One thing which is to their credit is the fact that they were willing to strive for the honor of their Alma Mater without receiving any official recognition for their work." They won the following games: with Dorranceton, 10 to 9; with Plymouth, 29 to 7; two games with Kingston, 16 to 6 and 27 to 17; second game with Ashley, 19 to 10. The games lost were: the first game with Ashley, 1 to 14; the game with Wilkes-Barre Institute, 17 to 19. Ruth Buckman and Elsie Palmer played forward positions; Blanche Prentice and Pauline Wolfe played center positions; Dorothy Yaple and Estella Bloom played guard positions; Mary Brodhead was the substitute. In this manner basketball became the first varsity sport for the girls.

With a varsity sport, the girls organized an athletic council comparable to that of the boys. This council included the captain and the manager of basketball, a representative of the junior, sophomore, and freshman classes and of commercial, and a representative-at-large.

Then in the 1920's the second varsity sport, field hockey, was first introduced by Miss Ruth Robinson, a sport which required training of an exceptional character and a nucleus of experienced players. In the fall of 1922 Miss Robinson had the girls play some hockey. The response was so enthusiastic she decided to try to organize a team for interscholastic games the next season. Again in 1923 some intramural field hockey was played by the girls but it still proved impossible to organize a team and to find other schools with which games could be scheduled.

This preliminary training bore fruit in the fall of 1924. After a period of practice a team was organized and two games were played with the Wilkes-Barre Institute, both of which the Seminary team won. One of the reasons for just two games was that Wyoming Seminary and the Institute were the only schools in this part of the state that had field hockey teams. The girls' athletic program was in charge of Miss Elizabeth Washburn, who had been elected to the position vacated by Miss Robinson. Miss Washburn was an alumna of Wyoming Seminary in the class of 1919. She had been a member of the girls' basketball team of 1917-1918, which especially won distinction by not losing a single game out of the seven games the team played. Indeed Miss Washburn and Miss Mae Watrous were the only two members of the team of the previous year who had not left. They both played center positions. Again in the basketball season of 1918-1919, Miss Washburn played the center position. This team played twelve games with other schools and lost only two games, each time by one point. Miss Vivian Blank was the coach both years and Prof. Quay had given some help in the training of these winning teams. After graduating from Oberlin College, Miss Washburn returned to do the coaching job herself. With her enthusiasm for sports, she naturally continued the pioneer work of Miss Robinson in developing a girls' hockey team. The members of positions of this first team to take part in interscholastic games were: G. Marcus in right wing, Eva Mailander in right inside, H. Kern in center forward, M. Trethaway in left inside, F. Hughes in left wing, M. Constine in right halfback, H. Hawkins in center halfback, G. Marcy

in left halfback, H. Craft in right fullback, V. Eisele in left fullback, and Helen Larsen in the goal keeper's position; the substitutes were E. Brown, E. Penwarden, and M. Gilchrist. In the fall of 1925, the girls were again out for field hockey practice and a team was organized. In addition to two games played with the Wilkes-Barre Institute, Miss Elizabeth Washburn had the girls play inter-society games which were good practice and aroused more enthusiasm for this relatively new sport. In the fall of 1926 a similar program was followed. Again the Seminary team defeated the Institute team in both games. In 1927 the girls' hockey team not only played two games with the Institute, one of which they won and the other tied, but they played two games with Wilkes-Barre High School, both of which they won. The schedule of games played continued for several years to be very limited. When Miss Elizabeth Washburn resigned her position as director of the girls' athletic program, her sister, Miss Martha Washburn, took up the work from 1927 to June, 1929. By the middle 1930's field hockey had been introduced both in high schools and other preparatory schools. This made a more ambitious schedule possible. The growing knowledge of and interest in the game arose from the fact that the Mount Pocono Hockey Camp, which was first opened in 1922 and which was usually held at the close of the summer season, made it possible for as many of the girls as were interested, as well as for coaches of the game, to learn fundamentals and techniques of the game from English coaches. When Miss Margaret Hyde came in the fall of 1930, she concentrated first on securing all of the back campus for the girls' hockey field. In

this she was successful, for the boys' Junior football team moved up to the Nesbitt Stadium for practice. Then she persuaded several of the girls each year to attend the Mount Pocono Camp. Finally, Miss Hyde gradually increased the schedule of games played and aroused sufficient student interest so that the number of spectators increased. In 1934 Miss Hyde held a "Seminary Hockey Play Day" which was designed to increase interest in the sport. On this occasion the Seminary girls were hostesses to the teams of Misericordia College and of the Clark Summit High School. The playing was in the form of a 'round robin' tournament. The tournament having been completed the girls and their guests went to the gymnasium where refreshments were served. A very interesting and novel program was presented." By 1936 the schedule called for eight games. Six of the eight games the girls won; in the game with Clark Summit they tied and in the game with Penn Hall they lost with the score 3-0. Among the winning games the girls' eleven won were the ones with the Duplan Silk Company, with Scranton-Keystone Junior College, and the game with Moravian Seminary. By the 1940's girls' field hockey was the "favorite of all the Seminary girls—from the smallest sub-freshman to the seniors and the commercials."

Previous to the building of Sprague Memorial Hall with its Sara Nesbitt girls' gymnasium and a swimming pool for the use of both boys and girls on alternate days, the girls had added swimming to their gymnasium routine. In the season of 1923-1924, Miss Robinson established the plan of a trip to the Y. W. C. A. pool each Monday at 4 p.m. Miss Robinson accompanied the girls. There

was instruction both for beginners and more experienced swimmers. Plans were also made for a girls' swimming team that year but they were not realized. However, the girls continued the trips to the Y. W. C. A. pool through the remainder of the decade until the opening of the school swimming pool. Life-saving classes were held and swimming became even a more popular part of the girls' gymnasium program. As yet it has not proved possible to develop a girls' swimming team to take part in inter-scholastic contests.

When Miss Hyde, in her first year of coaching at the Seminary, came to the end of the girls' basketball season, she determined to introduce tumbling. In the January, 1930, gymnasium classes she began the work of tumbling to pick a team. The "Opinator" news item in the April 4 issue describes the sport as "more strenuous form of gymnastics which aids in giving one poise, grace, balance, and strength. It teaches one the art of standing on your head, turning cartwheels, doing handsprings. The new sport requires a great deal of practice." At the regular gymnasium exhibition, given annually when an outdoor May Day or pageant is not staged, for the spring of 1930, the tumbling team of 19 girls closed the exhibition. The "Opinator" for May 9, 1930, gave this summary of the tumbling team's contribution: "The selected group of girls, who had worked for weeks, proficiently turned somersaults and built pyramids. This merry group of clowns did everything imaginable, from double rolls to elephant walks. Several feature stunts such as half-moons and diving showed the skill acquired by the girls. The five pyramids which were distributed throughout their

stunts were well done, and it must have meant no small amount of training to gain perfection in the building of these. The tumblers ended their act and the evening's performance with their leap-frog exit." Thus tumbling became a part of the girls' gymnasium program, in fact, "tumbling has enjoyed such popularity among the girls that it is taking its place as a leading sport."

To further interest the girls in sports and as a part of the Seminary program of "athletics for all," the English game of badminton was introduced in the girls' program in 1935-1936. Because it became immediately popular, Miss Hyde decided to organize a varsity team. As summarized by an editor of the 1936 "Wyoming," she did this by arranging "an intramural tournament, and the winners of this were named on the varsity team. Two matches with outside competition were then scheduled. Both of these were played in the Wyoming Seminary gymnasium and both were easily won by the Seminary team. In the first Wyoming defeated Coughlin High School in three singles matches and one doubles match. Several weeks later the girls met the Penn Hall squad and again won three singles matches, although their opponents were victorious in the doubles match. As a result of such a fine showing, representatives from the team were asked to play an exhibition match at a conference of Wyoming Valley's women coaches. They found it impossible, however, to comply with this request. Although no varsity emblems were awarded, the following girls received recognition for the superior quality of their playing: Captain Gertrude Shumaker, Betty Gregson, Reba Smith, Ruth Troutman, and Muriel Robinson." This sport could be played out of

doors in the fall and spring and in the gymnasium during the winter, which further increased its popularity. It was given varsity recognition the second year. In the first four years 1935-1939, the girls had a team that did not lose a game played with an interscholastic rival.

When the girls of Wyoming Seminary first developed basket ball as a varsity sport and played teams of other schools, they had no gymnasium of their own, had no field of their own for the practice of outdoor games like field hockey. Tennis was the only sport they had had an opportunity to enjoy when there were lawn tennis courts on the back campus. After the Sara Nesbitt gymnasium was open for use, the girls' sports program developed rapidly, first in intramural games and then with the appearance of two more varsity sports. Volley ball and baseball have frequently been featured in the intramural game. One day a week there is a hygiene class. Junior red cross work has become increasingly one important part of the schedule. Thus, through the intramural games, and the varsity team, all the girls are now able to enjoy the benefits of a favorite sport. Although the war has curbed the interscholastic schedules, the intramural program goes on and once the war is over both will without question be expanded.

3. The Music Department

IN 1935 Dr. Sprague wrote, "As you remember, we did not undertake Junior College work but have continued in straight college preparation, preparation for business life, and musical and art culture. These are the three purposes of educational training in Wyoming Semi-

nary, and ever will be our work through the coming decades and centuries." We have seen that preparation for college was a goal from the opening of the first term. Music began to be a part of the school program and school life before the close of the first year. Although there had been no provision for training even in vocal music when the first term opened in September, or when the second term opened in November; nevertheless, before the year 1844 had closed, Thomas Myers had suggested to the trustees a music teacher and instruments which he could provide if he received tuition credit as compensation. The Board decided that a teacher should be hired acceptable to the teachers' committee. This was a temporary arrangement made only for the next term. Miss Emily H. Schott was the first teacher of music Wyoming engaged but she remains just a name. What she taught, how many students she had, why she did not remain—these are mysteries. Evidently she did not have charge of the chorus singing, for in the report of the first annual exhibition a choir of 40 voices conducted by a Mr. Abbott sang between some of the orations in the Wednesday afternoon program of the young gentlemen.

In the second year Victor A. Gottleber was in charge of the music. Instruction in the subject cost seven dollars a term which for the four terms of a year meant $28.00. This charge, which was labeled an extra, included the use of the piano. He remained the teacher of music for two years. Perhaps he taught only instrumental music, for in the Trustee meeting of Oct. 28, 1845, it was voted that H. C. Burbank, a student in the Seminary, should receive tuition and room rent for the term just completed. This

was compensation for teaching sacred music for the benefit of the school. Before Prof. Gottleber left the Seminary, the services of Mrs. Sarah A. Gregory had been engaged in 1847. Possibly there was difficulty concerning the procurement of instruments, especially pianos. In July, 1848, the Trustees appointed a committee to hire a piano for the Seminary but, at a meeting on Sept. 27, the committee reported that they were unable to hire one. It was at this meeting that the Board decided that Mrs. Gregory was to teach the music but that her salary would be the money left after the rental of instruments was paid. Dr. Nelson offered to sell his piano to the school but this was referred to the committee. In the Dec. 14 meeting the committee decided not to purchase the principal's piano. The Music Department continued to be a problem, for at the Feb. 13, 1849 Board meeting the cost of music lessons was changed from $7 to $10. Between that time and July of that year, the piano was purchased from Dr. Nelson and he was given authority to purchase another piano for not more than $225. About $110 of this money was raised at a concert and supper given for the purpose. It is also a matter of interest that a brass band is first mentioned in connection with the Anniversary Exercises at the Anniversary on July 16, 17, and 18 in 1849. These brass bands were hired with money contributed by the students. The first one so engaged was the Wyoming Brass Band.

Mrs. Sarah A. Gregory appears to have opened a school of her own in Wilkes-Barre after she left the Seminary in 1852. In 1853 the Wilkes-Barre newspapers advertised Mrs. Gregory's Seminary for girls. She was followed by Miss Ellen C. Robie about whom there is no information

available in the Seminary records. She was evidently the head of the music department from 1853 to 1855. Since the music teachers received no regular salary but instead depended on the payments made to them by pupils, they were often not even mentioned in the Trustees' minutes. In 1855 Prof. Louis Praetorius became the head of the department. He appears to have been the first music teacher who established a large following and who placed the department on a firm financial basis somewhat similar to the present system. He furnished instruments and he extended the work of the department in a systematic manner. Beginning with his period, one of the teachers taught singing as part of his work. For instance at the Trustee meeting on Oct. 15, 1855, provision was made that Mr. E. D. F. Brownell teach half a day and take charge of the hall morning and evening. He taught the singing class. William B. Westlake, Sanford W. Lyon and others followed Mr. Brownell. Louis Praetorius was born in New Bavaria and educated to be a teacher. He had studied music under Jacob Vierling, Wendling, and later with Nolizer. At the age of twenty Prof. Praetorius came to Wilkes-Barre where he taught music in "Deacon" Dana's Academy for 7 years. After that, in 1855, he came to the Seminary, where he remained until the mid-year of the War Between the States. And then, as mentioned elsewhere in this history, he enlisted in the Union army becoming a bandmaster of 9th Pa. Cavalry and rose to the rank of Captain in Co. D of the same regiment. After the War he was an organist in the Methodist and Presbyterian churches, and then for 8 years in St. Mary's

Church in Wilkes-Barre. He had the distinction of organizing the first brass band in Wilkes-Barre.

Prof. Praetorius had already planned to enter the army by Jan, 1863, for at the Trustee meeting held on Jan. 14th the question of pianos for the Music Department was raised. If Prof. Praetorius was not employed by the school, there would be no pianos. Payne Pettebone then offered to furnish pianos for the rent customarily received for them. At the March 20th Trustee meeting in 1863, Prof. Praetorius had left and Payne Pettebone was furnishing 3 pianos and Isaac C. Shoemaker, one piano. Miss Penelope Baldwin was engaged to take the position of head of the Music Department. She had evidently been teaching under Prof. Praetorius since 1862 for in the January Trustee meeting, referred to above, a motion was adopted to the effect that Miss Penelope Baldwin should *continue* to teach music, but that she should either furnish the pianos or pay the rental for the use of those furnished and pay 20 per cent of her receipts from the class to the school. Likewise the Board decided that two piano lessons of one hour each could be given a week. At the end of the spring term in 1864 the price for vocal music was doubled and the four pianos, rented to the school, were purchased. The following April, 1865, the Trustees agreed that Miss Baldwin pay eighteen percent to the school instead of twenty percent.

Penelope Baldwin was the daughter of David Baldwin who had been an early teacher in Kingston Township. Afterwards he became a partner in William Swetland's Store for a short time, and then he went into business for himself. His second wife was Mary Ann Shoemaker, the

daughter of Jacob I. Shoemaker. She was born at Wyoming in the house later occupied by Payne Pettebone. Penelope Baldwin attended the Seminary and then began teaching music. While she headed the department, it continued to grow in numbers and especially in reputation. By the trustees' minutes on July 26, 1864, the 20 percent of the net proceeds from Miss Baldwin's music class for the year ending July 13, amounted to $128.14 which made the net income for the three terms $640.70. Miss Baldwin left at the end of the school year in 1866 evidently because of an argument over her income. It seems that the rates given for music lessons in a circular issued in the fall of 1866 were higher than the rates charged by the school office when the bills were sent out. She demanded that the school make up the difference and the school refused. When Miss Nellie Baldwin agreed to return for the school year 1871-1872, she did so because an agreement was reached. At the Trustees' meeting on May 22, 1871, a resolution was adopted which provided that the Treasurer should pay Miss Penelope Baldwin $50 provided "she accepts the same as fully cancelling all claims on her part for the loss sustained by her on account of music bills having been made and collected at a lower price than that named in the circular issued in the fall of 1866." She became a teacher in the Illinois Conference Female College at Jacksonville, Illinois from 1866 to 1869. Miss Baldwin then went to Washington, D. C., where she remained until March, 1870. She returned to the Valley when her mother died on March 14, 1870. In the July following, she accompanied Dr. Nelson and his family on their six months' tour of Europe. When they returned

Miss Baldwin agreed to the monetary settlement of her dispute with the Seminary, and she returned as an assistant in the Music Department in 1871. She continued in this position until the end of the fall term of 1873. She was married in December, 1873, to Dr. J. M. Crawford. Her wedding was celebrated at the home of Isaac C. Shoemaker in Wyoming and was a very brilliant affair with many of the leading personages of the Valley in attendance. Her husband became a member of the faculty of the Public Medical College in Cincinnati and was a prominent physician in that city. There Mrs. Nellie Crawford continued to live until her death. Dr. Crawford was always a generous contributor to Wyoming Seminary. Following his death in 1905 the Trustees at their regular meeting on April 5th adopted resolutions on the death of "one of our most princely benefactors, James L. Crawford." These concluded, "Resolved that we record an expression of our appreciation of the generous character and great goodness of this friend and brother. This interest in and gifts to our Seminary will long make his memory precious and will continue his helpful influence."

In the years while Miss Nellie Baldwin was away, Prof. Charles Pabst was the head of the Music Department, that is from 1866 to 1871. He taught piano, organ, and other musical branches. "Prof. Pabst came to this country from his native land, Germany, about the year, 1848. He had attended the University of Goettingen. He was a cultured gentleman who for his favorite diversion after the day's work was done, occupied himself with the reading of classic French literature in the original. Dr. Sprague and others often spoke of Prof. Pabst as an accom-

plished musician, performer as well as teacher. He was somewhat eccentric in mannerism which did no harm to others and created interest in his personality, a warm-hearted, enthusiastic, and notable character. Prof. Pabst left the Seminary to engage in the piano business; and, until his death at the advanced age of 96 years, played an important part in the musical advancement of the community. Many former students and patrons still remember his versatile talents." In the reports of the Anniversary Exercises there are two references to the teaching of Prof. Pabst. At the exercises in June, 1868 . . . "the vocal and instrumental music under the direction of Prof. Pabst, showed him to be an eminently successful teacher." Again at the Anniversary in June, 1869, the reporter described a piano selection for eight hands under the direction of Prof. Pabst. The selection was "The Peri Waltzes."

When Prof. Pabst left in 1871 and Miss Penelope Baldwin returned to teach at the Seminary, Prof. Hugo V. Stadler was engaged as the head of the Music Department. Prof. Stadler had come to the United States from his birthplace, Constance, on Lake Constance, Germany. Mrs. Caroline Hughes Sponsler, who was a member of the class of 1876, recalled these interesting facts in regard to Prof. Stadler whom she knew before he became a teacher at the Seminary. "A Mr. Dittrick accompanied Jenny Lind's orchestra to America, and he remained in this country and tuned and sold pianos. Prof. Stadler came from Switzerland to assist Mr. Dittrick, his friend. They boarded with Mrs. Whitney in Kingston." Mrs. Louise Whitney taught French and Italian in the Seminary beginning with the winter term 1853-1854. The

Trustees' Minutes for Jan. 31, 1854, reported that she had been hired to teach half a day for the rest of the year for $250. She evidently filled in after Monsieur de la Place resigned until another teacher of modern languages could be engaged. Thus, when Prof. Pabst resigned in 1871, both Mr. Dittrick and Mrs. Whitney used their influence to secure the engagement of Prof. Stadler. Mrs. Sponsler had an F. C. Lighte Concert grand which was purchased from Mr. Dittrick around 1882 and which Prof. Stadler tuned the very first time it was tuned. She also took piano lessons from Prof. Stadler.

Another sidelight on Prof. Stadler comes from Mr. George Stout of Scranton who tuned the Seminary pianos. He told the following to Prof. Bennett: "Prof. Stadler was inordinately fond of American pies, which to him were a new delicacy when he first arrived in this country, and for which he always retained a high regard. Mr. Stout related to me how at a boarding house in the early days, when the pie was brought on the table for dessert, the young German reached over and placed the entire pie triumphantly in front of his place. I remember personally that his favorite dish was always a fresh-baked pie each day for dinner."

Once Prof. Stadler was accustomed to his new position and new environment he set to work with great energy and enthusiasm to organize and develop the Music Department. In this aim he was completing the work begun by Prof. Praetorius and Prof. Pabst. In this he was eminently successful and the Seminary soon entered upon a golden age of musical expression which enriched and expanded the life of the community. "Prof. Stadler was an inde-

fatigable worker, day and night, was a fairly good executant on the piano and organ in his early career, directed the choir and played the organ at the Kingston First Methodist Church. But he was chiefly known as a man of sterling character, possessed of great common sense, and endowed with a natural talent for teaching which made him so successful in his handling of young people and in stimulating their desire to know music. Possessed of a genial, practical, and strong personality, Prof. Stadler knew how to appeal to students and to enlist their sympathetic cooperation in his efforts to develop their individual talents. While not the most accomplished musician in theoretical training, which at that time was uncommon in our country, yet he was able to accomplish permanent results with his students by reason of his unflagging zeal and experience attained through years of effort and observation. His friendliness and happy spirits brought him the loyalty and respect of many students and acquaintances so that he will always be remembered by those who knew him in close association."

Of those who studied under Prof. Stadler many recalled anecdotes about him. A student of his early years wrote: "Professor Stadler was a busy man. . . . He always said to the group of singers: 'Stand all up and sing with La.' " A graduate of 1906 has written this anecdote: "When he was building a chicken coop at his home, he nailed himself inside it and had to call for help to get out."

Characteristic of the era under Prof. Stadler were the brilliant talents and careers of several teachers in the Music Department. The first member of stellar rank was Miss Julia Allen who came to the Seminary to teach the violin.

Indeed she first established a separate violin department. She was the daughter of Dr. Allen of Scranton, one of the leading physicians of that city. She was a graduate of the New England Conservatory of Music. Following this training she—"studied with Musin in Paris, and Marchot and Ysaye in Brussels." Miss Julia C. Allen first taught the violin between 1887 and 1895. She returned in 1904 and taught six years more. The 1890's marked a kind of golden age in Seminary musical life. Miss Allen contributed much to the excellence of the work of the department and was a soloist in the concerts. Many recitals were given by Miss Allen and Miss Blackman. The "Opinator" for May, 1892 quoted this item from a daily paper: "Those who had the pleasure of listening to the renowned violinist, Ovide Musin, at Nelson Memorial Hall, will not fail to remember his superb rendition of the famous Paganini variations, played on one string. It will doubtless be of interest to them to know that the Cremona violin used by Mr. Musin in that solo, has been purchased from him by Miss Julia C. Allen— The violin is a thousand dollar instrument." In the 1920's Dr. D. E. Jones wrote of this concert and also of Miss Allen's talent, "None of our best concert programs was complete without her name gracing its pages, and her playing always left something to be remembered, a deep musical feeling permeating every performance. Some of these persist in the present writer's memory: a duet with Ovide Musin at Wyoming Seminary, where Miss Allen was professor of violin, and when the great Musin publicly acclaimed her exquisite playing; her obligato to Emily Winant's splendid contralto in Bizet's "Agnus Dei," and the then new

"Intermezzo" from Mascagni's "Cavaleria Rusticana" during the dedication concerts at Elm Park Church and her first appearance before a New York audience at the studios of Francis Fischer Powers when she was received with the greatest enthusiasm by the audience and the press . . ."

"In 1894 she toured Europe with the Haydn Evans Cambrian Concert Company, her co-artists being Saidee Kaiser, soprano; James Anwyl, tenor, and Joseph P. Burns, baritone." The "Opinator" reported, "Miss Julia C. Allen is now spending a few weeks on the Continent before returning to resume her work at the Seminary. Miss Allen seems to have completely charmed the people during her six weeks concert tour through Wales." From the extracts quoted these suggest the character of her concert work: At Llanelly in Wales . . . "the artists composing the company gave a performance of real merit. Miss Allen's violin solo was a masterpiece and her superb executant ability brought down the house . . . Miss Allen in her selection 'Valse de Concert' by Musin sustained her well-earned reputation by her very exquisite manipulation of the violin . . . her fineness and precision of touch was greatly appreciated, and she received an encore nicely responded to by a delicate rendering of 'Hen Wlad fy Nhadan' . . ."

In 1895 Miss Allen evidently had a long sickness, for the "Opinator" in its June number stated, "Miss Julia Allen who has been very ill, is now convalescent. Miss Margaret Dorr has been taking her place as a teacher." However, she did not return in the fall to resume her

teaching. Professor Hemberger was engaged as the second professor of violin.

Much later in her career she was one of the teachers of the Studio Club in Scranton. In the words of Dr. D. E. Jones, "Her labors with the Studio Club in association with the late Cordella Freeman, voice, and Harold Stewart Briggs, piano, made that school outstanding in prestige, and many of our present day violinists, vocalists, and pianists are products of its high standard of teaching." After Miss Allen left Scranton in 1922, she was—"engaged in teaching in London, England, Houston, Texas, and is now continuing her musical activities in Florida."

In 1894 the Music Department established a separate voice department. The first teacher of voice was Miss Georgiana Taylor who likewise had charge of physical culture. She was a graduate of Syracuse University. The "Opinator" in the spring term reported, "The vocal department has shown progress this term. Miss Taylor reports that there are several promising voices among the number under her care." She was the . . . "leading soprano in the First M. E. Church, Wilkes-Barre, and has charge of the musical work." Miss Taylor's program was certainly varied and somewhat strenuous. She trained the girls in the gymnastic classes for an annual exhibition. The "Opinator" for June, 1895, included this news item, "On Tuesday, May 28, Miss Taylor's class in gymnastics gave an exhibition, for the benefit of the Y. W. C. A. in Dymond and Lewis' Hall. The suits of the girls were white with belts and collars of red. All the movements were in perfect harmony and Miss Taylor has shown herself to be a very efficient teacher." Miss Taylor only remained two years,

for she married Mr. B. H. Carpenter, son of the former Trustee, Mr. B. G. Carpenter. However, all her life she was a most enthusiastic supporter of Wyoming Seminary. She was a dynamic person with an enthusiasm for life, a gay sense of humor, and a charm of manner which was compelling.

Thus both the violin and vocal departments became separate during Prof. Stadler's tenure. His dynamic enterprise had so increased the reputation of the Seminary Music Department, that the head of the department could not carry the work alone. In the April number of the "Opinator," 1895, the Music Department received a short writeup which stated in part, "It is little less than surprising to learn that more than a hundred students, some coming from Pittston and Wilkes-Barre where excellent instruction may be had at moderate expense, avail themselves of the advantages offered by Wyoming. As is always the case in this department, the young ladies outnumbered the gentlemen, yet many of the latter are taking lessons . . . within a year three new pianos have been purchased. The Virgil practice claviar for developing artistic execution has been successfully introduced. Then there is the beautiful two manual organ in Nelson Hall . . . Our students and graduates are scattered thickly up and down the Wyoming Valley as leaders in church and concert work. Mr. Dwight L. Moody paid a decided compliment to the Valley during his stay in Wilkes-Barre last year by saying that nowhere did he find such excellent musicians as here. And who shall say that it is not largely due to the influence of Prof. Stadler who has been identified with this work for the past quarter of a century." In the next issue the

activities of more than a dozen graduates of the Music Department were described. This review closed in this manner, "Professor Stadler has a choice library to which his students have full access. Thus not only is the hand trained in execution of the great master's compositions but familiarity with their lives leads the heart to love them."

In 1898 Wyoming Seminary secured the services of Miss Saidee Estelle Kaiser, one of the most distinguished singers the valley produced with a reputation that was not only national but likewise international. She came to the Seminary with wide acclaim and many public appearances already to her credit. A special broadside was issued with the catalogue that year announcing the Seminary's success in engaging so talented an artist. In regard to her preparation, it stated, "Miss Kaiser received most of her musical education abroad, at the Royal Academy of Music, London, studying also privately with Signor Alberto Randegger, Henry Wood, and Thorp, the voice specialist. She received from the President of the Royal Academy a certificate qualifying her as a public artist and teacher of singing, and from Randegger, the greatest operatic and oratorio maestro in the world, a warm personal letter of recommendation." While in England Miss Kaiser had sung before the Prince and Princess of Wales and had held for . . . "three years the position of soloist to the English Ladies Aeolian Orchestra, the foremost women's full orchestra in the United Kingdom." Her first engagement on her return to the United States was—"as a soloist with Sousa's Band, on their last Autumn tour." She had likewise sung with Inne's Band. In addition to this record of her activity, Miss Kaiser had been engaged . . . "with

Kronold, the famous Cellist of New York, for 20 concerts throughout the New England States during August. She will open her studio at the Seminary at the beginning of the fall term, accepting only a limited number of pupils." The "Opinator" for September 1898, displayed a half page portrait of Miss Kaiser. A boarder at the turn of the century in his comments on the faculty wrote of . . . "the adoration we had for little Sadie Kaiser." She taught vocal music until 1905 in Wyoming Seminary. In June, 1905, Dr. Sprague secured a year's leave of absence for Miss Kaiser to continue her studies in Europe. However, she did not return and her position was taken by Miss Amalie Maier who had had both concert and teaching experience. Miss Maier was a graduate of Stuttgarten Conservatory; she had toured France and England as a soprano in Concert-Oratorio-Opera. The year before she came to the Seminary she taught at a woman's college in Frankville, Tenn. One of her most distinguished students, Helen Hewitt Evans, is a member of the Elm Park quartet, Scranton.

Thus, as Professor Stadler's many years of service drew to a close, Wyoming Seminary was enjoying a golden age of fine music with distinguished performers as teachers. They spread the fame of the school giving frequent concerts in many music centers of the East. He was the first head of the department who had remained long enough to build up a large and dependable patronage and to establish a prestige which the excellence of the training sustained. Prof. Stadler brought to fruition the work Prof. Praetorius had initiated. He died quite suddenly at the peak of his career. At the close of the academic year in

June, 1908, Prof. Stadler went to Tobyhanna with his son-in-law and daughter, Mr. and Mrs. L. C. Darte, to spend the summer. He died while sitting on the porch, conversing with friends in the middle of July, 1908. The "Opinator" in the fall number printed part of Dr. Sprague's eulogy given at the funeral: "A teacher is born, seldom made. He must have something of the altruistic spirit. He cannot be absorbed alone in selfish gain. His heart must go out to others. He must have the ability intellectually to see their needs and the heart, the patience, the courage, the tact, and the yearning to supply those needs . . . He must be content with a life of sacrifice, of self-abnegation, a life largely for others. He must forego wealth, luxury, ease . . . Prof. Stadler was a true teacher. He had been in that occupation from the time of his majority. He was patient, methodical and skillful. He seemed never to weary of his work. He put in more hours of tuition in a day than any other of his associates. He was in his chair promptly and continued to a late hour assiduously doing his work.

"Of course it is impossible to measure definitely his 37 years of teaching in Wyoming Seminary. He has taught hundreds upon hundreds of young people the melodies of music . . . His pupils admired and loved him. He held his pupils not only because of his ability as a teacher but also because they liked him. Music teachers have come and gone in Wyoming Valley, but he had steadily stood at his post with an increasing patronage. His enrollment of students had been larger than he could personally care for even with his long hours of work . . . His work as a teacher has had a wonderful symmetry. For 37 years he had

wrought in one place, faithfully and well. He had finished the last year's work, signed the diplomas, closed his studio and gone on his vacation. From there God took him . . . He has been a great teacher. He leaves the world better because of what he has done."

His assistant and subsequent successor, Prof. Ernest H. Bennett, has described his teaching in these words: "Coming under the tutelage of Prof. Stadler at the early age of fourteen, and following five years of his instruction by a period of three years as his assistant teacher I feel highly grateful to the memory of Prof. Stadler as do many others, for the opportunity afforded me of contact with the best classic traditions of music, as always insisted upon by the genial professor, as well as the many expressions of friendly interest and personal helpfulness bestowed on his present successor. Some salient examples of the precepts and advice enjoined upon his students by Professor Stadler were as follows: work hard, practice strict discipline, study the classics, 'finish the piece'—the last referring to his insistence that in playing before an audience the student must finish the selection of music to the end, regardless of numerous fears, doubts, or uncertain efforts."

For the year 1908-1909 Prof. Arthur Williams of Plymouth, Pa., was the director of the Department of Music. Prof. Williams was a graduate of Wyoming Seminary. Then he had attended the Royal Conservatory, which was founded by Mendelssohn, at Leipsig, in Germany, for five years, from which he received a diploma.

At the opening of school in September, 1909, Prof. Ernest H. Bennett was again teaching in Wyoming Seminary but this time not as an assistant but as the director

of the Music Department. Thus, in a very real sense, the standards and the traditions of Prof. Stadler were carried on and developed without a break. Prof. Bennett was well born with a background which included a high regard for the Seminary. "He was born and reared in Nanticoke, Pa. His mother, who descended from early colonial stock and whose forebears settled in Hanover township at the close of the American Revolution, attended Wyoming Seminary in her girlhood days, walking from her father's farm each day in good weather. During the winter months, she boarded in one of a number of small single dwellings located opposite the Seminary buildings, where the Pettebone gymnasium now stands. Later when she was first married, she lived in one of the same dwellings, and along with her husband, a native of New Jersey, she was well-acquainted with the early days of the Seminary, and knew Dr. Nelson. Later her children, Dr. C. E. Bennett, Margaret B. Smith, and Ernest H. Bennett attended the Seminary. Prof. Bennett continued the Seminary tradition by marrying a Seminary graduate, Mabel Estelle Bradshaw, class of 1901, daughter of Dr. and Mrs. John Bradshaw. Dr. Bradshaw was a member of the Wyoming Conference.

"Prof. Bennett's early musical training began in Nanticoke musical circles taking part in the popular local Eisteddfod, playing the organ for five years, and serving as choir master for one year at the age of sixteen at the old Methodist Church, later occupying the position of organist at the Plymouth Methodist Church for three years." Prof. Bennett attended Wyoming Seminary and studied piano under Prof. Stadler. In the "Opinator" for

January, 1899, there is a column report, headed by two caricatures, by the art department, one of a violinist, and the other, a conductor standing on one foot, which states, "On Friday evening, December 16, Mr. Ernest Bennett, assisted by Miss Florence Penrie, gave a musical in Nelson Memorial Hall." The program follows, concluding with this sentence, "Many complimentary remarks were passed upon Mr. Bennett's performance and he does great credit to the musical department of Wyoming Seminary." Again in March, 1901, there is a summary of a benefit concert as follows: "Those who attended the concert in Nelson Memorial Hall on Friday night were given a rare treat. The entertainment was for the benefit of the Athletic Association, and all the best talent of the school gave a helping hand . . . The Independent Glee Club appeared for the first time this year before the school, as did the Amphictyon Banjo Club. Both clubs deserve great credit for the way they have worked, and the talent they have developed.

"Miss Carhart of Kingston won the people from the first and all four of her selections were warmly applauded. Miss Sadee Kaiser and Miss Lane are always favorites when they appear. Mr. Ernest Bennett bowed his acknowledgments to an encore." (He played the "Valse Chromatique" by Godard.)

At the last piano recital of the school year in May, 1902, Prof. Arthur Williams and Prof. Bennett played the last two numbers on the program; Prof. Williams played a Chopin polonaise and Prof. Bennett played the "Vienna Carnival" by Schumann.

"After graduating from the Music Department of the

Seminary, followed by three years of teaching as an assistant in the piano department, Prof. Bennett pursued an advanced course of study at the famous Hoch Schule of Music in Berlin, Germany, at that time under royal patronage and directed by the celebrated violinist, Joseph Joachim, a former protege of Mendelssohn and intimate friend of Brahms. After graduating from the Hoch Schule, receiving special mention for attainment as a concert performer, Prof. Bennett returned to the Seminary as the director of the Music Department. While engaged in study abroad, Prof. Bennett envisioned the day when he would return to the scene of his former activities and endeavor to build a still better school of music, worthy of the community and of the time-honored traditions of Wyoming Seminary." Once, when he was interviewed by a newspaper reporter in regard to his chief occupation, activities, and his hobby or hobbies, for all Prof. Bennett replied with one expressive word, "Music!"

From 1909 to 1927 and from 1939 to the present time, Professor Bennett has been the head of the Wyoming Seminary Music Department. In the intervening eleven years Professor James Harrison was the head of the Music Department. A musician of exceptional talent, an indefatigable worker, a scholarly man who sought to achieve the best possible in his profession, he set high standards of performance and maintained them. Prof. Harrison was a graduate of the New England Conservatory of Music. He became an Associate of the American Guild of Organists and then secured the enviable degree of Fellow of the American Guild of Organists. Prof. Harrison resigned in June, 1938, to complete the necessary work for a doctorate

in music. He matriculated at Toronto University where he received his doctorate. With his energy and his wit, Prof. Harrison was an able teacher and a congenial colleague. The 1928 "Wyoming" added, "Whenever Prof. Harrison makes his appearance in Chapel, we know we are to hear something exceptionally fine in the field of music."

After the interruption of a number of years in the music business bearing his own name, Prof. Bennett returned to his former position with the vision of still further raising the standards of the Music Department. "His return to the scene of his first preparation for a career in music afforded him the opportunity to realize his life's ambition." In the "Wyoming" for 1939, his first year of full teaching again, the following informal write-up characterized Prof. Bennett a "genial man, a talented composer as well as a pianist, and head of Wyoming Seminary's Music Department . . . As if teaching all day were not enough, he takes a 'busman's holiday' and upon going home, plays the piano merely for relaxation." In an interview for the Wilkes-Barre Record supplement, Prof. Bennett said of his work, "Music is more than a pastime. It is a necessity, if we are to be truly cultured, and live happy and intelligent lives. Music is a medium of expression too valuable ever to be neglected in any educational system. The understanding and practice and enjoyment of music either as a listener or a performer offer an important sublimation of the primitive emotions, and by developing the spiritual side of people enrich their lives immeasurably. I love to teach music to young people.

"Music is a great resource in troubled times. In this

time of war, music is indispensable as a solace for the agony of spirit through which we are all passing. How could we ever get along without music in war or peace? And it is the duty of the schools to see that each generation is trained in music, that our musical heritage is preserved and enriched. We of the Music Department of Wyoming Seminary believe that every child should have a certain amount of musical understanding and skill."

In the years between 1895 and 1904, while Miss Julia Allen was away, the head of the Violin Department was Theodore Hemberger. He was a native of Baden-Baden, Germany, and had studied at the Hoch Schule in Berlin. He was conductor of the Scranton Symphony Orchestra and also conducted the Scranton Liedekranz Singing Society. In the Anniversary Concert reported in the "Opinator" for June, 1896, the editor wrote, "The violinists showed remarkable proficiency when the brief period of their training is considered. It was Prof. Hemberger's first appearance in Kingston and his solo cannot be too heartily praised. He is certainly a master of the violin, which seemed charmed at his touch." Prof. Hemberger left Seminary in 1904 to join the faculty of the Peabody Institute in Baltimore, Md. He is still a resident of Baltimore following his retirement from active teaching.

Miss Ellen Scranton Stites, who became the head of the Violin Department in 1910 when Miss Julia Allen resigned, was a Seminary student during the first period of Julia Allen's teaching at Wyoming. "Then, in 1900, Miss Stites went to Paris and studied first with Monsieur Villaume of the Paris Conservatory and later with Mademoiselle Madelaine Godard. In 1903 she studied both

violin and theory at the Royal Conservatory of Brussels, Belgium. In 1905 she returned to America, where she taught and gave concerts until 1908, at which time she resumed her music study in Brussels. On her subsequent return to America she did graduate work at the New England Conservatory in Boston under such masters as Mr. Timothie Adamowski, Mr. Josef Adamowski, and Mr. George Chadwick." In the three years Miss Stites remained in charge of the Violin Department it continued to develop and to increase the reputation of the music department of the school.

In 1913, following Miss Stites, Prof. Sheeder became the head of the violin department. He had like Prof. Bennett graduated from the Wyoming Seminary Music Department; thus, he aided in maintaining the continuity of traditions and standards. George V. Sheeder was born in Wanamie, the second of three children, to Vincent Bayard Sheeder and Lena Gertrude (Bauer) Sheeder. His father was one of the ablest business men in Nanticoke and vicinity. Vincent Bayard Sheeder was a native of Berks County, Pennsylvania. His father, in turn, was in the mercantile business which the ambitious son learned from early contact. In 1889 Vincent B. Sheeder came to Alden to manage a store. In 1900 he purchased his store in Wanamie and consolidated the two stores. He became a director of the Nanticoke National Bank, Susquehanna Lumber Company of Nanticoke, the Nanticoke Construction Company, and other business concerns of the Valley. George V. Sheeder chose not to follow in the footsteps of his father and grandfather but early revealed an interest in music. He attended the public schools and then enrolled

as a music student in Wyoming Seminary. His instrument was the violin and he did his major work in that department under Miss Julia Allen. He was one of three students who graduated from the Music Department in the class of 1908. Prof. Sheeder took part not only in the recital of the Music Department but also in the class day program and the commencement exercises. His solo selection for the recital was "Legende" by Wieniawski; his solo selection for the Wednesday morning graduation exercises was "Scene de la Czarda" by Hubay. Between 1908 and his return to the Seminary, Prof. Sheeder studied at the Brussels Conservatory of Music, and like his distinguished predecessor, Julia Allen, he studied under Ovide Musin. In September 1913 Prof. Sheeder became the head of the violin department at Wyoming Seminary. A year later his influence was already being widely felt in the school. In the issue of the "Opinator" for October 22, 1914, one of the editors wrote the following in regard to a school orchestra: "Some years ago we had an orchestra, but for the last few years it has been neglected; not because we have no talent, but other things have taken our interest and attention. This year, however, the work connected with raising the endowment fund being over, we have turned our attention to the acquirement of a school orchestra and our efforts have been fully rewarded. We now have an orchestra, one to be proud of, and in which every Wyoming student should take an interest. Professor Sheeder has worked hard for the accomplishment of this, and has succeeded in his undertaking far beyond expectations, as he deserves to, for Mr. Sheeder is a most accomplished violinist and an inspiration to those with whom

he works." By Thanksgiving time that fall of 1914, the "Opinator" included this news item: "Our orchestra is playing in Chapel regularly now on Tuesdays, Thursdays, and Fridays." Later in the year the glee club and the orchestra gave some joint concerts in other cities.

Through the years Professor Sheeder has always been ready to aid in the promotion of the work of the Music Department. In 1931 he became the director of the Seminary Band. This body had grown up somewhat like a hobby group and then became a necessary part of football games. In the "Opinator" for November 4, 1932 the following facts in regard to the Band are given: "It was started under the direction of John W. Lincoln in 1924; he had been teaching here for four years." (Prof. Lincoln taught in the Science Department, conducted the famous "guard bell," and in the cold winter months spent many hours on the back campus building up an iceskating rink with a hose.) "He was an able player on the clarinet. He came from Massachusetts. After five years as director of an ever-increasing band, he left, turning the directorship over to Prof. Peck." Prof. and Mrs. Lincoln went to India to teach in a school under Methodist auspices. "Professor Peck directed the band only two years, giving it over to our present director, Prof. Sheeder, in 1931. This year has, perhaps, given us the most successful and colorful band ever to play at the Seminary. A few new pieces have been added to which the new cheering section may sing, one of which has been written by one of our cornetists, Joe Jennings, who took the tune of 'On Wisconsin,' and wrote the words which have met with instant success. Our band has shown much enthusiasm and has been an

inspiration to our cheering section. Their entrance at the southwest gate makes the game more colorful and brings a faster pounding of our hearts." One of the "Opinator" editors had this to write in regard to the band in 1932, "They practice regularly and faithfully to offer to us the best at their command. In chapel and at the field they furnish pleasure and variety for our approval. Because of the efforts of Professor Sheeder, we have this year one of the best bands in the history of Wyoming Seminary." In the "Opinator" editorial for the issue of October 13, 1933, this appreciation is found: "Again last Saturday, the band was successful. The music was stimulating and the letter formation was well-done. Because of the efforts of Professor Sheeder, the remarkable cooperation, and the harmonious playing of our musicians, we have this year one of the finest bands." He had a similar success with the Seminary orchestra which he directed for a number of years. His enthusiasm, his proficiency, and his long experience working with young people stood him in good stead as he developed musical organizations of more than ordinary skill. When Prof. Sheeder's program no longer made it possible for him to continue this work, Mr. George Summerson took up the direction of the band and the orchestra.

In 1934-1935 Prof. Sheeder organized a violin quartette which was an innovation in the recent history of the Music Department. "Miss Betty Pauling, first violin, Judson Bailey, second violin, Miss Muriel Craft, third violin, and Henry Wiater, fourth violin, last fall became pioneers of ensemble instrumental playing at Wyoming. By virtue of long hard practice they have attained a degree

of excellence remarkable in so short a time. Their first appearance was in Nelson Memorial chapel at a student recital last fall." They played at many school functions including Commencement. They likewise gave several concerts in the Valley. The quartette broke up after graduation. Miss Betty Pauling returned in the fall of 1937 as an assistant to Prof. Sheeder in the Violin Department and has continued with her Alma Mater as a violin teacher. Judson Bailey, who married Muriel Craft later on, is one of the steadily increasing number of the Seminary's sons who have given their lives in the service of their country.

In 1910 Miss Anna Laura Johnson accepted the position of teacher of vocal music which had been left open when Miss Maier resigned. Miss Johnson had studied with Mme. Edna Hall of Boston, Mr. Frank Tubbs and Mme. Frida Ashforth of New York. She taught three years at the Seminary and was followed by Nina Baylis. The latter had studied voice culture in France and Italy as well as in the United States. Like her predecessors she taught the history of music, trained a girl's glee club except during the year of the influenza epidemic. She remained as head of the vocal department twelve years, from 1913 to 1925.

In the fall of 1925, Mrs. Emily Fitzmaurice became the head of the vocal department. With a wide educational background and a broad cultural experience, Madame Fitzmaurice brought distinction both as an artist and a teacher to her new position. She was in addition an indefatigable worker who could frequently be seen leaving her studio in Nelson Hall at eleven P. M. or going to her

studio to teach lessons during vacation days. Her preparation for her work was of the best. For eight years she had studied under Charles Abercrombie, who was the tenor soloist to the Queen of England at the Royal Chapel. She also studied with Joseph Atkinson of the Royal Academy in London, and with Mme. Murio Celli of New York City, the greatest Italian teacher of her time. Previous to her acceptance of the position in Wyoming Seminary, Madame Fitzmaurice had had an interesting as well as successful career. She was an outstanding contralto, in this country, in opera, concert, and church work. She had also a studio of her own on Fifth Avenue in New York City for a number of years. From the very beginning Madame Fitzmaurice stimulated interest in vocal music. The first issue of the "Opinator" in September, 1925, had this news item: "Much interest is being displayed by the student body in the work of Mrs. Fitzmaurice, the new instructor in the vocal department. A glee club is an organization that will be welcomed at the Seminary, and we feel that any move in this direction will be favored." In the last issue for April, 1926, her success was noted in these words, "She has been successful in organizing a Glee Club and a choir. It is rumored that she is going to put on a recital, using the best talent in her department, and we know, before hearing it, that it will be exceptionally fine." The recital was held in the middle of May on a Friday evening. "Both our Vocal and Girls' Gymnastic Departments took part under the auspices of Mrs. Fitzmaurice and Miss Washburn. Mrs. Fitzmaurice's splendid work needs no further comment. Miss Washburn deserves to be congratulated on her splendid tutelage in the dances.

This is the kind of entertainment the Seminary should present to the music lovers of the Valley."

For 18 years Madame Fitzmaurice taught many students the correct way of singing and trained the girls' glee club each year maintaining a high standard of performance. "A familiar figure around the Seminary, Madame Fitzmaurice, herself, takes part in all singing groups and her fine voice may be heard, harmonizing and strengthening the voices of the less trained students." A Dubliner by birth, Madame Fitzmaurice had a keen sense of humor and was the life and spirit of informal chats on the campus or at Seminary functions. She delighted in activity, enjoyed her work, and was stimulated by the presence of youth. Unfortunately in the two or three years previous to the Centennial year, her health began to decline. She was harassed by neuritis with increasing frequency until she was no longer able to carry on her work. With spirit undefeated, she tried to carry on at least some of her former program but at the close of the second year, 1942-1943, she was granted a leave-of-absence. To date she has been unable to resume any teaching. Of her absence a member of the Board of the "Opinator" wrote, "As each year fades into the next, people come and go, and new faces fill the vacant frames left by the old. But the old faces are not forgotten, and each character has left its imprint on the completed past of Wyoming Seminary, and made its contribution to the informed future . . . Remember the dignified figure, often dressed in black, who would always attract a group of enthusiastic students about her? That was Mrs. Emily Fitzmaurice, known to us as Madame, for many years teacher of voice at Wyo-

ming Seminary. She has had much experience both as a singer and teacher and is a musician of the highest type, but it was not this alone that made us like her. There was a certain twinkle in her eye that showed that she was a bit of a tease, and could take a joke as well as give one. Always willing to connive at midnight parties, she was a favorite in the dormitory. Her invincible spirit put up a brave battle against ill-health, but she was unable to return this year."

Miss Elsie Perkins has been elected the head of the vocal department in the absence of Madame Fitzmaurice. The "Opinator" introduced her in these words: "Miss Perkins graduated from Plymouth High School, and then attended Bloomsburg State Teachers' College, where she finished a two-year course in one year. Following this she received more training at Syracuse University in the College of Fine Arts, and in the Chicago Music College. She did private work under the late Oscar Saenger, president of the American Singing Teachers' Association and coach at the Metropolitan Opera House. Later Miss Perkins did more advanced studying at Westminster Choir College and became a member of the *Mu Rho Epsilon*, the National Honorary Music Organization. Before coming to the Seminary, Miss Perkins taught at Mansfield State Teachers' College. There she was faculty advisor of the Y. W. C. A. Last year at Mansfield (1942-1943), she was made sponsor of Kappa Phi, the National Methodist College Woman's Club. In addition to teaching, Miss Perkins has been soloist for Dr. Walter A. Myer of the Lutheran Hour and has sung at various summer resorts.

Under her tutelage the Girls' Glee Club played an important role in the Seminary's Centennial celebration including a series of numbers given at the Seminary night during the sessions of the Wyoming Annual Conference of the Methodist Church. Spirituals, selections from the classics, school songs, lighter songs make up the repetoire of the Girls' Glee Club. At the beginning of her first year at the Seminary, Miss Perkins led the chapel hymns, cultivating a real enjoyment of some of the great hymns by her brief explanations of authorship and origins.

In this manner from uncertain beginnings the Wyoming Seminary Music Department has developed not only as an important part of the student life and work but as a part of the community experience. The renovation of the chapel auditorium with the installation of the three-manual Austin organ has increased the first-class equipment available for the use of the Music Department The leaders of and teachers in this branch of the Seminary work have by their musicianship and hard work established and maintained the standards from generation to generation. "With the fine background and congenial environment afforded by the Seminary traditions, coupled with its necessary equipment, the Music Department should grow in importance and usefulness to the community."

4. "As I Remember It"—Seminary Life in the 20th Century

A student who worked his way through Wyoming Seminary and graduated in 1905 concluded his reminiscences in this manner:

"And there was Doctor Levi Sprague, respected, admired, loved, though somewhat feared by all. Today we know he was a great man.

"All that was 38 years ago, yet I thrill with emotion today as I remember it. And floods of memories rush over me as I remember my fellow students . . . A great many of us went to college and enjoyed our experience there, but I can safely say that our 'prep' school experiences had a more lasting effect on our whole lives than any college experience . . . We love our dear old Wyoming Seminary."

This same graduate has written the following story which could be duplicated many times over by other students who came with nothing but the determination to secure by hard work the best education possible:

"Not much more than a raw, back country, farm boy, I arrived at Dr. Sprague's office with a letter of recommendation in the fall of 1900 . . . Dr. Sprague was not an easy person to approach. He took my letter and read it. Then he leaned back in his chair and looked at me over those half glasses he wore and said, 'So you want an education.'

"I answered, 'Yes.'

" 'Well your recommendation is good. How are you prepared? How far did you go in school?'

" 'To the fourth reader,' I replied, 'but that was seven years ago, and as far as our school went.'

" 'Well, well, not very far was it?' He thought a moment and said, 'Let's see, can you spell separate?'

"I did it correctly adding that I loved to read.

" 'Correct,' said he. 'Now, how much money have you?'

" 'Forty-five dollars,' I replied, 'but if you have any work I can do, I know I can work to earn my way.'

" 'H'm, H'm. Not much to start an education on, is it?' He thought a few moments and said, 'Well, we can try it out. There are three terms in our year and we'll let you have the first term for that amount. Meanwhile we'll give you some work to try you out. When can you start?'

"I replied, 'Right now if you want me to.' I had on my best suit, a dark green one which had cost me $8.00.

" 'Oh, no necessity for such haste. Be here in the morning ready for work.'

" 'Thank you, Sir,' I replied and left full of hope. It was a few days before school opened, but I was waiting on the steps early next morning clad in overalls. I went to work cleaning up a back laundry yard at 15 cents an hour. When that dirty job was done, Dr. Sprague seemed satisfied and found other work for me. I continued at the same rate and carefully occupied every spare hour until at the end of the first term the Seminary owed me $55 which paid my second term.

"That was a start of a glorious five years experience for me at Wyoming Seminary. During that first year, I understudied firing a boiler for 'Scrap' Johnson who played football. He was a senior and I wanted his job when he finished. I got it. During that second year, I learned from Clint Hard, another football senior, how to run the electric light plant, which job I held until I graduated. I tell this . . . to show the sympathetic understanding and spirit of the administration. I was not an exception. I can name two dozen whose experiences were similar to mine. Although we were working our way

through, we were admitted freely into the big family of the school without any discrimination from either student body or faculty, and many of the working students attained prominence as did those who could amply pay their way. A student was judged by his earnestness, ability, and loyalty, be he a leader or a follower."

At the turn of the century there were more changes in the school routine. At the beginning of the fall term the study hall system, so familiar to generations later to the present day, was inaugurated. "One of the new features of our school life, for the year that has just come in upon us, is the placing of all students, except Juniors and Seniors, in the day study room during the day and in old elocution room for evening study. Although it may seem hard to some of the lower classmen to have to go to the study room, it is one of the best things Wyoming Seminary has seen for some time for the advancement of study. It is a well known fact, that when young men come to an institution of this kind they are not accustomed to sit in rooms by themselves, or even with some one else, and as they need to in order to come up to the requirements of the school . . . Those who have been here for two or three years and have found it necessary to employ every moment, if success is to be gained, can now study without being molested and should a person who has known what the noise in the halls used to be, come to Wyoming on a study night, we are glad to say, he would not know there is a student near." This evidently was written by a Junior or Senior.

The year 1898-1899 was fertile with student suggestions as the "Opinator" reveals. A discussion of the advisability of compulsory chapel finally led to the suggestion that the Chapel exercises be made more interesting. New Psalters were purchased for chapel use in the fall of 1899 and a student choir was proposed. Two years later to improve the Chapel service, the time was changed from earlier in the morning schedule to the present time, following the morning classes and just before lunch. The "Opinator" greeted the change in these words: "Changes are bound to come. One of the most unexpected was the change in the hour of Chapel. However, we are not sure but that it was for the best. Some are in favor of it; others are against it . . . To some, a few minutes late at a recitation would not mean much. So often Chapel would occupy more than the regular time. Visitors would be present and address the students—a very honored and appreciated custom—but the recitation following would be robbed as a consequence. To the teacher and to most students this was not unpleasing . . . The new chapel time comes very near the noon hour. When the work of the morning is completed, what can be more pleasing than to spend a few moments in Chapel? The duty has become a pleasure because the rush is over and our minds are free to turn from the class room for a brief interval. It is a relief. The classes have not been robbed, but all the work has been done. Thus the teacher and student alike can enter more heartily into the spirit of the exercises. The spirit is elevated . . ."

Likewise the same year there was a very animated agitation for student government. In fact the discussion

waxed so heated that the faculty took the matter under advisement and finally came to a decision which the "Opinator" reported in October 1899. "Last week the suspense (if we may call it such) was ended by the announcement that the faculty did not deem it advisable, under existing circumstances, to introduce the student senate into Wyoming Seminary . . . Our faculty have given this question thoughtful attention. We believe that they are anxious to adopt new measures that are sure to prove beneficial to the students, and we are certain that they have made the decision after giving most careful consideration to all sides of the question . . . While in the broadest sense, the student senate is impracticable, yet there are some cases where the young men, themselves, could be of great service in seeing that the rights and privileges of the student body at large, are not jeopardized by a few students. Although it may not be advisable to give the students a voice in the actual government of the school, we believe that a system of government might be inaugurated whereby the students will be placed upon their honor, thus doing away with several customs which prevail at present—customs which are distasteful to the students and to the faculty alike." In a way this suggestion was carried out later in the hall committee system. Another proposal introduced in the 1920's, was discussed in 1899, the honor court. Although some of the students had suggested such a system, it was not adopted then. The "Opinator" editor complained that some action should be taken to "suppress methods that have been manifested by a few of the students."

At the turn of the century there was a new departure

in the program of the society debates. Instead of confining the debating contests to the boys' literary societies, an interscholastic debate was tried and with success. On the Wednesday evening of the last week in March, 1901 . . . "the first public debate that has been held at Wyoming Seminary was contested between the Independent Society of Wyoming and the Lyceum Society of Cazenovia. It being something new a large crowd was attracted and Nelson Memorial Hall was comfortably filled." The subject of the debate is of interest and especially the "Opinator" reporter's comment. The subject was: "Resolved, that the present policy of expansion should be pursued by the U. S. government." "The Independent boys had the negative side of the question and therefore the harder part of the debate, for they had to debate against public opinion. Notwithstanding this they put up a strong debate and gave the judges a hard time to decide who won. Mr. Evan M. Jones led for Wyoming and advanced his points in a very strong and emphatic way. Mr. Wiley H. Crocker kept up his reputation of being one of the best debaters in school and several times brought the audience to their feet by his clear assertions. For the Lyceum Mr. Forsyth led; he was a very cool and forcible debater, but showed most of his strength when he summed up his points. Mr. Cook was the most deliberate of all of the speakers. The Lyceum boys won the debate on the points of 'history repeats itself' and by having the constitutional right on their side."

In the school year 1901-1902 three interscholastic debates were held; two between the Lima School and the Independents; and another between Cazenovia and the

Independents. This interest in interschool debating led to an effort to arouse interest in the societies and in debates between the societies. The debates between the Amphictyons and Independents had been allowed to lapse for a number of years. The Nesbitt Prize Oratorical Contest had been an annual event since its inception, but the interest in debating had died down as the century drew to a close. An "Opinator" editorial in 1902 stated in part: "For many years, previous to last year, Wyoming Seminary has been without a public inter-society or inter-scholastic debate. The first of a series of debates between Cazenovia Lyceum and the Independent Society came off last year, thus breaking a long-continued silence in the debating life of our school. An unsuccessful attempt was also made to revive the old-time inter-society debates. It seems that another attempt is being made this year which promises to be more successful. The revival of this time-honored custom of inter-society debating is a step in the right direction. In late years the work done in such debating, so our fathers and grandfathers tell us, does not come up to the standard of the work done when *they* were at Wyoming and charmed audiences and overthrew their opponents by eloquence and power . . . It strikes us that it would be a most excellent plan if this debate could be made a permanent annual event, like the oratorical contest . . ." The debate between the Independents and the Lyceum of Cazenovia was on the subject, "Resolved, that England's attitude toward the Boers is justifiable." The Lyceum team had the affirmative and they won again.

The custom of choosing the editor-in-chief of the "Opinator" had begun in the 1890's. At the close of the

year, 1902, the subject for the contest was "How Shall We Increase the Interest in Our Literary Societies?" This reveals that with the changing times similar problems arise again. The winning editorial by F. F. Wiley stated in part: "That there is a lack of interest in society work is a fact patent to all. This is seen from the small attendance at society meetings, and the still smaller number who take an active part in the literary work. The primary causes of this condition seem to be two in number: first, many do not realize the value of society work; second, for those who have no particular aptitude or love for literary work such as is done in the societies, there is no especial incentive to attend the meetings and to participate in the literary exercises." Among the remedies suggested one concerned the senior orations: "The three orations" —note the number—"each senior is obliged to deliver in chapel are always bugbears to the students, and the occasions of their delivery are times much dreaded by the writers. Now, if each senior was allowed to substitute for these orations a specified amount of society work, it would insure his taking more interest in the society of which he is a member . . . For the lower classmen, arrangements might be made for giving them credit for satisfactory work done in the literary societies."

Evidently the criticism bore fruit, for there was improvement both in the manner of preparing orations and the programs of the societies. The customary method of oration preparation was to permit each senior to prepare his three orations as he or she wished with only one requirement, that the completed product be at least 500 words in length. In the words of an "Opinator" editorial

for Dec. 9, 1902 the result was often "the production and delivery of some peculiar articles. The faculty has long realized how inadequate such a method was . . . This year, radical changes have been made. The writing of the orations has been made a part of the English work; the students have been required to select subjects in which they are interested; to spend considerable time in preparation of the orations in the way of research work so that each one would have a greater knowledge of his subject . . . The results of such requirements have been that the students have chosen interesting subjects, have been incited to do their best and consequently have worked the orations up carefully . . . In consideration of the additional time put upon the orations, the required number has been reduced from three to two."

The inter-society debates between the Independents and the Amphictyons were revived in the school year, 1902-1903, after a lapse of a number of years. The question submitted by the faculty was, "Resolved, that the government should assume control of the anthracite coal mines of the U. S." The Amphictyons had the affirmative. The following year to stimulate further interest in the debate, Dr. Sprague offered a $25 prize to the best debater. The annual debate of the Independent society with the Lyceum society of Cazenovia was continued through this period. A greater interest in debates at the society meetings is evident from the frequent references to the subjects.

Another oratorical project was initiated in this period although it does not seem to have been developed into an annual event. In the spring of 1902 two Seminary

boys were sent as delegates to Hightstown where they met with delegates of other preparatory schools to form the Eastern Inter-Scholastic Oratorical Association. This meeting adopted a constitution, elected officers, and made preparations for the following year. On November 14, 1903, the executive committee of the Eastern Inter-Scholastic Oratorical Association held a meeting at Trenton, N. J. The member schools were: from New Jersey, Centenary Collegiate Institute, Peddie Institute, State School of Trenton, Bordentown Military Institute, and Pennington Seminary; Wyoming Seminary was the only member from Pa. The "Opinator" report continued, "At the meeting Saturday, several amendments to the Constitution, affecting the qualifications of contestants and the time limit of orations were adopted. The committee decided to have their first annual contest in Trenton some Friday evening during March . . . A majority of the committee thought that a loving cup should go to the winning school and a medal to each of those two contestants making the best individual effort." Later it was decided by the faculty that the winner of the George F. Nesbitt prize for the better oration at the Washington's Birthday contest should be the contestant but that "he shall be open to challenge from any man of the school for a period not exceeding two weeks after the twenty-second of February. The expenses are to be defrayed by an annual debate between the two male societies of the school." This was calculated, likewise, to increase the interest in the George F. Nesbitt prize speaking contest. The reader will recall that this contest had been an annual event without exception since 1892. In the first ten years

there were two prizes: the first prize was $15 and the second prize was $10. After 1902 the prize was equally divided between the gentlemen's and ladies' societies. The contest on February 22, 1904, was held at 10:30 a.m. in Nelson Memorial Hall. The two young men had such excellent orations the three judges awarded each half of the $12.50 prize. However one of the winners was evidently chosen to attend the first contest which was held at Hackettstown, N. J. He did not win recognition in that first meeting. In the Interscholastic contests two of the contending schools, Centenary Collegiate Institute and Bordentown Military Institute, appear to have dropped out of the association in the second year for in 1905 the contest was held at Pennington and of the four schools competing, the Seminary took second place. It is of especial interest that in the Spring of 1906, the third annual contest was held in Nelson Memorial Hall on Friday evening, May 4. The "Opinator" reported the Seminary success in these words, "Against three contestants who delivered orations of a high degree of excellence, our representative, Mr. Saunders, easily took first place. His oration could not have been better, and judges, contestants, and audience, all were unanimous in their judgment. The chapel was well-filled, and there was present a very large number of Wyoming students who manifested their opinion of the contest by cheering that made the roof ring . . . The prizes were three handsome silver cups, a first and second prize, and also a large cup for the school whose representative won. Mr. Brengle of Pennington Seminary won the second prize. If this large cup is won by the same school for three successive years, it

becomes the property of that school. Then let every Wyoming man remember that there are two more contests for us to win" . . . The following year, 1907, was the fourth and last of the contests. Seminary lost this time. Indeed, in each of the four contests, the winning oration was delivered by a contestant of the school at which the contest was held.

During this period there was a renewed interst in the commencement orations. The student commencement speakers were still eight in number and were members of the graduating class . . . "whom the faculty have found to stand highest in three qualifications, general scholarship, writing ability, and oratorical ability."

In fact the urge to be a member of a society, preferably a secret society, led to the formation of two new societies at the Seminary. Society organizing and membership in a national or local inter-scholastic society became a problem so that in 1908 the faculty took action on it. In the fall of 1903 a new fraternity called the Kappa Alpha Sigma Fraternity was organized. The "Opinator" reported in regard to this society: "this fraternity is composed of members of both the gentlemen's literary societies, and is purely a social organization. The first annual banquet of the fraternity was held Friday evening, December 19, in the main dining hall of the Hotel Sterling in Wilkes-Barre. Quite an innovation at fraternity banquets was the presence of some of the lady friends of the members." They gathered for the dinner at 9 p.m., spent some two hours enjoying a sumptuous feast, and then two hours more of speeches and toasts. The "Opinator" editor in an editorial on "Fraternities" in the issue of January 20,

1903, announced,—"Another new fraternity has been organized in school called Theta Epsilon Psi." This was the period when the idea of the fraternity, common to the colleges, was spreading into the high schools and preparatory schools. The secret society craze finally became a school nuisance evidently, for the Board of Trustees took action on the problem at the March meeting in 1908. They approved a motion which empowered the faculty to take steps to wind up all interscholastic societies in school and prohibit any further such organization, and likewise to prohibit any secret society other than the four literary societies already in existence. When the June meeting of the Trustees was held a note was read to the Board signed by a committee of the Independent Society which read, "In accordance with your wishes that all secret organizations be dispensed with at Wyoming Seminary, we, the Independent Society, hereby notify you that we have voluntarily withdrawn from the Alpha Phi fraternity and will be henceforth known as the Independent Society."

In the period following 1900 there were the usual disciplinary problems of the boarding school and day school types as well as new regulations made necessary by the increasing demands placed upon the preparatory schools by the college and university admission standards. With the multiplication of extra-curricula activities in the 1890's and the first decade of the new century, and with the growth of the athletic program to include more of the student body, rules had to be made which would insure adequate time for study. The Seminary was not only interested in the record a student made while here

but also in the record he achieved in college which would, in a measure, be a criterion of his preparation. New student participation in enforcement of discipline and study rules began in this period as suggested in another section of this chapter.

In the growth of class rivalries a custom began which, like the earlier excesses was something of a disciplinary problem. The Juniors conceived the idea of kidnapping the president of the senior class following the last senior reception in the spring. At this time the senior class gave two receptions during the year. Following the reception in the spring of 1903, "the Juniors captured the president of the Senior class while he was walking in front of Nesbitt Hall. He was concealed in the Kingston High School building, where he was kept by a few Juniors until a little after ten o'clock, when he was released." The result was that in April, 1904, after the last senior reception of the year, the juniors tried the same trick. As reported by the "Opinator" for April 12, "the president of the senior class, on account of his night watching, did not go to bed Friday morning until after two o'clock. He soon fell asleep and rested peacefully until about quarter to four, when he awoke to find six of the strongest Juniors on top of him. Not knowing the intention of the fellows, he did not attempt to raise an alarm. After some struggling, he was bound with ropes, carried to a wagon and driven to Luzerne Borough, where he was concealed in the hose house. His hands and feet were tied until he agreed not to fight unless the Seniors should make an attempt to rescue him. A little after noon the guards became nervous and took their captive to the second story of the building,

locking all doors behind them . . . About two o'clock, nine seniors appeared. Since all doors had been locked, there was no way for the Seniors to get to the second floor, except with a ladder. They procured one and put it up to one of the windows. The window was locked, but without hesitation it was smashed and two seniors jumped through it like wild men . . . What followed can be imagined . . . The struggles lasted but a short time, since there were more seniors than Juniors. After the fracas the boys were as good friends as ever."

Other lapses are recurring in a kind of cycle familiar to all who have ever had any responsibility for the discipline in a preparatory school. Like the lapses in school spirit, some years there is a better coordination of school activities and work, along with a positive willingness to cooperate between faculty and students. Other years there is an apathetic approach to school activities and a lack of harmony between various groups. No doubt faculty attitudes play a part in such a situation as well as student attitudes and behavior. In the school year, 1911-1912, the reader will recall the hall committee system was set up in the boys' dormitory to promote better order in the halls, stop the room-ransacking, and nocturnal disturbances. Further to promote better student adjustment to the boarding department regulations, the plan of a faculty advisor for each student was initiated. The "Opinator" editor wrote, "This is another step toward a closer relationship between teacher and student. We should not hesitate to consult those who are appointed to advise us." But such organizations and guidance plans have good years and bad years. An "Opinator" editorial in an

October issue, 1914, complained of the rough-housing and sought to fix the blame for the most part on the new students. Such pranks as . . . "rolling a bowling ball down the hall, bathing some peaceful sleeper, or popping light bulbs against the library windows during the first dim hours of the morning" . . . were condemned as "foolish pranks" . . . which . . . "are of the same type and handed down from year to year." The editor added, "Probably with a great many, the padded tales of some old alumnus concerning midnight valor and daring, serve as an incentive to urge them on to similar pranks . . . To some the novelty and excitement is fascinating and furnishes a pleasant diversion after an all evening grind on Latin declensions. But the main reason is because these students are so suddenly thrown upon their own resources, free from restraint and home influences, that they do not know how to act under the circumstances. Few students are far sighted enough to foresee the effect such actions produce. The faculty soon discover the culprit and during the long months that follow, watch him incessantly . . . The outcome of such action on the part of the student is that he is beset with unjust and unnecessarily severe restrictions . . ." Either because of this editorial and upper class leadership in the dormitory or because of the close cooperation of the faculty and student leaders, one of the members of the "Opinator" staff was able to write in the last issue of the same year, "The student council, composed of ten of the most representative young fellows of Union and Administration Halls, and one instructor, who have had charge of the deportment and general order of the boys' dormitories, has just closed the most successful

season since this mode of government was adopted. There has been less noise and disorder in the dormitories this last year than at any previous time. The boys have kept more neatly arranged rooms and there have been less complaints made of too much boisterous conduct on the part of the boarders. The girls in Swetland also have a student council, composed of representative girls and one teacher. This organization has been just as successful as the boys' council, although this was an innovation in Swetland Hall the past year. The preceptress reports better conditions in the halls since this council was organized."

The "Opinator" editorial board served from the beginning as critics of school manners and habits. Many of these criticisms reappear occasionally as the years pass suggesting the uniformity in student behavior from generation to generation. In a March issue of 1905 the following is part of an editorial on the chapel service, "When the first tones of the chapel bell announce that the work of the morning is completed and that all are to come to Nelson Hall for the daily devotional exercises, the young men collect upon the steps of Union Hall, instead of going directly into the chapel. Here they stand, lounging, talking, and pushing each other until all the girls have come from Swetland Hall and passed before them into chapel." Another phase of promptness discussed by "the Unknown" in the issue for October 17, 1912 is the following: "In school life there is a particular premium on promptness. Nothing is more annoying to teachers and classes than the regular one or two who persist in interrupting the lesson by tramping in five or ten minutes late. The intruder has to walk across the floor to his seat, often pass-

ing between the teacher and the class, find the place from someone else, and then delay the recitation by having what he missed explained to him . . . Many times a theme is handed in two days or a week late simply because it was put off until the last minute, and then it is too late . . . Often it is an English book to be ready by a certain day, say a month in advance, no attention is paid to it until the last two or three days. During this brief time the reader crams the contents of the book and in the end is not much wiser . . . Much of the failure of getting there on time is due to sheer carelessness, but let us try to overcome this fault, and see how much vigor, order and efficiency will be added to our school life."

Just as the conduct was a subject for frequent editorials, so was the subject of school spirit. One of the most serious and comprehensive articles on this subject, covering nearly three pages, appeared in the issue of April 22, 1915. Some of the observations in it will not only strike a familiar note to those who were in the Seminary that year, but to graduates of each generation. Evidently the school year of 1914-1915 was especially remiss in this particular, for the subject of several articles in the issues between Jan. and June, 1915, "was school spirit." In fact, the question of how to increase a sense of loyalty among the students participating in the Extra-Curricular activities had been discussed by the faculty at one of their weekly meetings in January. The writer of the article began with a statement of the situation: "It has been found difficult to keep the attention of students attending Wyoming Seminary glued to the traditional activities of the school, inasmuch as the institution is located in a city, with all the attrac-

tions of a city . . . These leaders—the athletic coach, the physical director, the leaders of the musical and debating clubs, captains, and Y. M. C. A. workers—unite in deploring the lack of interest and support in their respective fields. During the past season (1914) 50 football uniforms were distributed, yet Coach Quay was forced to do his work with a squad of not more than 20 regular men. Proper support was also lacking in basketball. For the same reason physical director Jordy is hampered in producing gymnasium and track teams. The Glee Club has disbanded, following a most successful season in which they helped to raise $200,000.00 for the Seminary Endowment Fund, because of a lack of interest and application on the part of the students comprising the club. The school orchestra, the first in five years is irregular in its work because the members feel no responsibility. Debating is at the lowest ebb and the captains of the teams are unable to find men to debate. The services of the Y.M.C.A. have reached a point where but ten or twelve of the half hundred members are present at a meeting and hence have been entirely abandoned." Following this rather complete indictment, the writer argues for a new procedure whereby each student be required to choose an activity when he registers and then he would feel a greater responsibility in ensuing months. As a matter of interest the football team won all the games it played except the last game of the season, which was against the Syracuse freshmen! As the reader will recall the Glee Club Concerts in the churches of the Wyoming Conference were regarded as one of the major factors in raising the endowment fund. Although lack of school spirit was hampering the orches-

tra according to the "Opinator" issue of Jan. 21, 1915, the Glee Club and orchestra were able to give some joint concerts in such cities as Harrisburg, Pa., and Cooperstown, N. Y. This was likewise a year when the value of continuing the Literary Societies was questioned in an editorial, especially as the secret fraternities were rumored to be usurping their place contrary to the school regulations. Yet at the close of the year there was agreement that the discipline with some student participation had been unusually good.

Every alumnus, especially of the boarding department, cherishes memories of escapades which interrupted the routine and gave a spice to the school life. The generations of students after 1900 continued in the patterns of their predecessors. Society and class rivalries, pie-shop visits, midnight feasts—all these played a part. One student of the first decade recalled, "One of my earliest impressions was the seriousness of the rivalry between the Amphictyon and Independent Societies. Those of us who belonged to the Amphictyon felt that those who had joined the Independent Society had made a terrible mistake, which would be a black mark against their record and would reflect on them afterwards." In regard to the pie shop the same correspondent wrote, "I do remember that one of my favorite pastimes was to try to get from study hall at 9:30 p.m. to the pie shop at Kingston Corners and back again before the lights went out at 9:45 p.m. This was quite a feat, but I felt very fortunate that I was never locked out." A member of the class of 1906 remembered this pie-story, "There was Prof. Kuhn who on his hall night caught me in the men's room on the first floor. I heard

him coming and had hastily put a pie under my coat—I had just crawled through a window with it. He may have suspected me, but he called out a cheerful good evening. Alas! the pie was considerably crushed, and I was badly stained by the time I got to the room where my fellow conspirators awaited me. But we ate our pie gleefully." A boarder in Swetland Hall of the class of 1912 wrote of special food treats in these words, "The 'pie-shop' should be mentioned. All the girls rushed there at lunch hour for hot ham sandwiches. I don't see how they ever had enough to go around, or how they got them ready on time . . . they were delicious! Sometimes we went to the bookstore for banana splits. They were not messy like the ones today. These had caramel marshmallow sauce on vanilla ice cream on a banana. Even after I was married one day, I stopped in that same store hoping to get one but the soda clerk was a stranger to me and the marshmallow sauce was no more! A monument should be erected on the campus to the maker of that first banana split, for it was part of the life at Seminary and a tradition too good to lose!" The Pie-Shop, Church's Drug Store and Boyd's Restaurant have joined the traditions of earlier generations of students. Today it is the "Hurry-Back" which furnishes the hamburger, the pie, chocolate milk etc. More conveniently located on Market Street this side of the Corners than the earlier food shops, it is a Mecca for both day students and boarders to gather for good food and good fun. The book-store is now on campus, housed in the room that was for many years Dr. Sprague's office.

There were other phases of the daily life students did not forget. The following letter was written by a boy of

14, who was a boarder in 1906-1907. It was written to his father and dated October 31, 1906: "You spoke of not getting into any trouble Hallowe'en. I don't see as there is much chance because they don't want us to go off campus. Last year they painted Dr. Sprague's horse red, white, and blue. I suppose they will do nothing like that this year." His gloomy prophecy came true.

There were occasions when the funsters had more success. The alumna who wrote so eloquently of the banana splits adds several colorful reminiscences in the following: "When Prof. Jordy kept Day Room, the girls were all thrilled for he was young and handsome and blushed when things got out of hand which they frequently did. Two of the boys were the ring leaders of a 'Society for the Downfall of Day Room.' One of them would give a hollow cough and look very innocent. That was the signal for something to happen! One of the girls would walk up to the dictionary at the front of the room and there would be a tramp of feet along with hers, much to her chagrin. Prof. Jordy would stand up, blushing, and *with great dignity* say he wanted it quiet! It *was,* for awhile at least."

And then there were the senior orations. By 1912 each senior gave *one* oration during his senior year instead of two or, before that, three. But frequently the one oration loomed as dark as two or three. The same alumna has recalled her experience: "Breathes there one of us who can forget the senior orations at the regular chapel service? They were awful for everybody and their accompanying gestures even worse! My subject was 'The Factory Girl.' I knew as much about it as I would have known about

installing a furnace in a large hotel. After several unsuccessful attempts to evolve an oration, my mother, realizing the situation was wholly beyond my grasp, wrote it for me herself and I learned it verbatim between bouts of playing marbles and baseball with my brother's friends. I was still *unconvinced* the day I faced that sea of faces in the chapel, and social justice was never farther from my thoughts. It didn't take my audience long to realize all this and, as I began expounding on sweatshops etc., with appropriate gestures, they went into hysterics. I jumped around my script like a mountain goat and had to be prompted by a fellow student who must have had the makings of a magician in her to even catch up with me! . . . My memories of the Seminary are very dear and even my oration must have influenced my life, for I became a social worker after college, and very much concerned with social justice!"

The social life continued to be varied and to include the pleasant associations with the faculty. "Gas House" was still called, at least in the "Opinator," conversation room. The first issue for September 30, 1902, announced in its news items, "Conversation room opened on last Tuesday evening. There was a large and enthusiastic attendance which augurs well for its success. The young men are at a disadvantage because it is held at this time when they have just eaten heartily. It is hardly to be expected that their wits will work as rapidly as usual." Excursions were still in vogue, sleigh rides in the winter, the customary spring trip to find arbutus, and the warm weather days at Harvey's Lake. The "Opinator" reported a sleigh ride sponsored by the Junior class: "On Friday

evening occurred one of the most important events of the year—the Junior sleigh ride. Two loads of Juniors chaperoned by Miss Blackman and Prof. Howland, left the Seminary at 4:30 for Miss McCabe's home, near West Pittston . . . A dainty supper was served. After the meal, some time was spent in singing popular songs, to which an accompaniment was played by Miss Blackman and Wendel Davis upon the piano and violin. The next on the program were games, such as tin-tin, poison towel, and pass the key. Just at this juncture, Miss Blackman furnished much amusement by riding downhill on a sled. Then, as a climax, came charades. Soon, after an appropriate speech by President Wills, the home trip was begun, which was made merry by songs and other fun, Miss Blackman again distinguishing herself."

The feeling of comradeship between the students and the faculty is well illustrated in this scene which occurred in June, 1905. "When Prof. Stevens set out on Thursday last for New York State where he will leave his wife and daughter while he tours England this summer, the students made a very pleasant demonstration in his honor. The train was to leave at noon, and consequently about 75 of the boys paraded down Market Street, singing Wyoming songs, to give 'Stevie' a send-off. Arriving at the depot, the crowd gathered on the platform and, after giving some yells and singing some songs, called upon Prof. Stevens for a speech. He responded very willingly, and, by a few very feeling words he expressed his high appreciation of the ovation in his honor, and by some touching references to old Wyoming and love for her in the hearts of her sons and daughters, caused some strange feelings in the hearts

of all present, himself not excluded, Again the boys joined in cheering him, one of the most popular members of the faculty, giving him a felicitous send-off for his long trip abroad."

A reception of a different type was reported by the "Opinator" in this scene which occurred in the latter part of September, 1914: "On Friday evening, a few moments before the ghostly hour of midnight, a terrific din was heard in Union Hall, in the neighborhood of Prof. Traxler's rooms. The unearthly sounds were produced by an improvised orchestra consisting of alarm clocks, tin pans, bells, horns, etc. The entertainment was given in honor of Prof. Traxler's marriage to Miss Multer of Kingston. Prof. and Mrs. Traxler responded liberally to the nocturnal invasion of the Unionites by distributing meal tickets among the hundred boys present, but before making the rush for the restaurant, the boys persuaded Prof. Jordy to treat everyone to cigars. The boys were allowed to visit the 'pie-shop' at once, and in the rush down town it was a case of the 'survival of the fittest' . . ."

There were events such as the Faculty reception to all the students which was reported in the "Opinator" for March 3, 1910, in part as follows: "One of the most delightful social events of the year was held on Friday evening, February 25, in the Seminary parlors when the Faculty gave a reception to the students. The reception committee, composed of Dr. Sprague, Miss Mills, Prof. Howland and Miss Blackman, took their places promptly at 8 p.m. Soon after, the strains of music furnished by Oppenheim's orchestra were heard and the people began to stream in; as soon as the reception committee was

passed the young people were met by a committee of Seniors . . . The members of the faculty saw to it that no one appeared lonesome and that all had a good time, while the members of the Senior class did all in their power to put everyone at his ease. The parents of many of the students of the Senior class were present . . . At 9 p.m. the crowd began to move toward the association room where refreshments were served. Here, indeed, was a pleasant picture. The long table covered with a snowy cloth and decorated with roses was the center of attraction. On the walls were banners from all our leading colleges, and beneath these were the chairs, soon filled with happy couples. Lightly tripping about the room and dispensing the good things were the Senior lassies followed by their masculine aides, who asked if they could serve you with sugar or cream. At quarter-to-eleven the guests, except the Seniors, departed. These, now hungry young people, were conducted to the association room, where in a most delightfully informal manner the members of the faculty served them with ice cream, cake, and coffee. The remainder of the time was spent in chatting and having a good time."

There were numerous parties such as a member of the class of 1912 described as follows: "Every Hallowe'en a large costume party was held in the gym. Grand marches were the order of the day . . . The boys and girls marched together while someone played the piano. Suddenly a bell rang and the boys moved ahead one partner and, whether she was in the middle of a sentence or not, one had to begin all over again with a new conversation and a new partner."

In all the memories of pleasant associations with the faculty there were invariably scenes in which Dr. Sprague was the dynamic presence of Wyoming Seminary. The same alumna wrote, "It seems incredible to think of Wyoming Seminary without Dr. Sprague. On visits to the campus almost up to the time of his passing, he seemed unchanged. There was the usual spring in his steps and the same kindly smile. I remember he used to throw his overcoat over his shoulders, rather than put his arms in the sleeves. He was a great friend of my father; they used to go hunting together. He never passed me without stopping to give me some few words of encouragement or say something pleasant, especially that first year, when everything was so strange to me. One of my most pleasant memories was our Senior reception at his house. Mrs. Sprague was alive then, and she and 'Laura Jane,' as we called her, were always so gracious. There were palms, a subdued string quartet, and the porch and lawn hung with Japanese lanterns. Everything was so festive and we all felt very grown up and everyone looked so nice."

The "Nutcrackers" and the Dramatic Club

From the first anniversary exercises held at Wyoming Seminary, pantomime and colloquies had furnished the dramatic entertainment. Later the literary societies put on skits and dramatic acts, but not until the spring of 1912 was an effort made to stage a play of one of the great dramatists. The "Opinator" announcement read in part, "Owing to a number of varied reasons Wyoming has not had any semblance of a dramatic club . . . This year, how-

ever, the Amphictyon and Adelphian Societies have decided to combine their annual open house program and give something worth while. They chose Shakespeare's comedy, 'The Taming of the Shrew,' and this play will be given in the chapel on Friday evening. A number of Shakesperian songs, choruses and solos, will be rendered by school artists; 16th century costumes will be used and every means employed to make the play a success. In order to cover the elaborate preparations, an admission charge of twenty-five cents will be made. . ." The play was given and its success is attested by the fact that this was the beginning of a tradition which has led to many excellent productions both of one act plays and of three act plays. The "Opinator" writer concluded . . . "That this decision was correct is now admitted even by those who were sceptical before, and many have expressed a wish that the custom be continued. The play demanded considerable talent and a great deal of hard work on the part of the performers, and Miss Hussey who so ably instructed them." In 1915 the Adelphian and Amphictyon Societies staged a play which the "Opinator" reporter believed . . . "far surpassed anything that has been attempted here for the past years." The play was "Pygmalion and Galatea," which was . . . "a classic . . . and the splendid way it was produced shows more than ordinary talent in the players. Miss Faulkner, who trained the cast for the last few months, cannot be praised too highly for the splendid results of the work."

As the result of such pioneer work under the direction of the head of the Public Speaking department, a student dramatic club was formed in 1923. In a section devoted

to the "Nutcrackers" in the "Opinator" issue for March 19, 1926, the origin of the club was described as follows: "In 1923 the enthusiasm and inspiration of Professor Howard of the English department fired those interested in dramatics with the desire to accomplish something bigger and better in production than had been possible with the sporadic efforts of the societies. Organization was born that year, and three worth while plays ("Three Pills in a Bottle," "The Scaring off of Teddy Dawson," and a tragedy, "Judas") were presented under the direction of Miss Johnson and Professor Howard. The standard set was high . . . Real theatrical scenery was engaged, professional stage hands hired, and costumes rented . . . When the smoke had cleared away there remained the satisfaction which comes after a successful performance; the breathless feeling of having glimpsed great possibilities, and $12.50. With this capital the 'Nutcrackers' were organized in 1924. We owe our name to the ingenious mind of Professor Brace, who won two free tickets to the performance when the name he submitted was chosen." The three plays presented the second year were: "The Maker of Dreams," "Where but in America," and "Mercedes." Miss Margaret Scureman directed the second year's work. The member who reported the preceding events added, "we are proud of our organization of which the actors are but a small although important part. Our staff and the departments of the school have combined. Needless to say, without the untiring, capable efforts of Miss Scureman, we would be nothing but nuts without the crackers." In March, 1926, the third year of the "Nutcrackers," the

three one-act plays presented were: "A Night at an Inn," "The Diabolical Circle," and " 'Op o' me Thumb."

A year later in March, 1927, the "Nutcrackers" gave their first three-act play, "The Passing of the Third Floor Back" by Jerome K. Jerome. The "Opinator" in its review of the production stated, "The success of the production is a tribute to the skill and technique of the young actors and to the coaching of Miss Zara Culp . . . The school heartily congratulates both players and coach on the splendid performance." "The Passing of the Third Floor Back" was given again in March, 1937 with equal success. In the years following they staged such three-act plays as "The Enemy" by Channing Pollock (1928), "The Rivals" by Sheridan (1929), "The Swan" by Molnar (1930), "The Royal Family" (1938), "The Fool" (1932) etc. As the presentation of more ambitious productions demanded more time and effort on the part of the students who took any part in the project, in 1929, the loosely organized "Nutcrackers" was dropped and a systematic, constitution-defined club took its place. This was the Dramatic Club of Wyoming Seminary. The constitution provided for a cabinet which had charge of the policies and plans of the club. It also provided that interested students must become members of the club, the requirements of which were a lively enthusiasm for play-producing, and a sufficiently high scholastic standing so that the club work could be done without deficiencies in the regular curricular work. This more orderly approach to so important an extra-curricular activity made possible the production of laboratory plays, that is two or three one-act plays which

were directed by students, for which the students designed the scenery and costumes. Mrs. Bishop (Zara Culp) tried in this manner to increase both student participation and initiative. She had a large measure of success. In fact the development of the dramatic club idea made play production an all-the-year activity rather than just a matter of several weeks in the second semester. The customary program has been as follows: the laboratory plays were presented before the Christmas vacation; the three-act play was presented before the Easter holidays; then near the close of the school year the intersociety play contest. The latter contest began in the spring of 1929. At first each of the four literary societies put on a one-act play, making four plays in the competition. In 1933 the Adelphian Society won the cup for the third time, thus coming into possession of it. Finally instead of each society producing a play, the Adelphian-Amphictyon Societies worked together to produce a one-act play and the Plattonian-Independent Societies did the same. Each year a silver loving cup was presented to the two societies putting on the winning play; a prize was also given to the boy or girl giving the best individual performance in the opinion of the judges. After the Sprague Hall was built, dramatic productions could be more easily staged. Previously it had been necessary to set up additional sections of platform in the chapel and to string curtains across the entire front. Even then preparations for stage business could be done only in the most improvised quarters. The stage in the Sara Nesbitt gymnasium, although not too spacious and convenient, was a stage with the accustomed installations. This made possible a much more professional production.

Frequently Christmas plays and Easter plays have been given. Indeed during Mrs. Bishop's tenure as the head of the Public Speaking Department play-production became an important and indispensable part of the school life.

The Year Book

The reader will recall that in 1897 the first Wyoming Seminary Annual was published. Then between 1897 and 1902 no attempt was made to repeat the project. This was probably due to the cost of producing and the problems of editorship, business management, and photography. However in 1902 the second annual was published. Since that year, there has been but one year without an annual, that is 1916-1917. This one omission was due to the first World War. The last issue of the "Opinator" had the pictures of the Senior class and other material usually associated with an annual. However, there was one published in 1918. In 1902, the year book was not edited and sold by the Senior Class. Instead, "Mr. E. T. Chamberlain, a former Wyoming student, is the editor of this volume . . . Indications point toward the appearance of a very good and interesting book . . . We understand that this volume is to be placed at a price within the reach of all our students, therefore it should have a large sale," was the comment of the "Opinator" editor. The second annual was the same in size and make up as the first. The 1903 "Wyoming" was the work of the class of 1903 which established the pattern for the year book publications. The senior class each year elects the editor and the business manager who, guided by the faculty advisor,

appoint the subordinate members of the editorial and business staffs. Recently it has seemed to aid in expediting the business of assembling the material to elect the two key members at the close of the junior year. As the year book idea developed, the editor and business manager were permitted to share in the division of whatever profits there might be. The task of preparation and publication requires initiative, leadership, a persistence in clearing away obstacles, and a capacity for hard work.

The format has undergone some changes since the first publications. It has become a larger book with a more decorative cover and a more elaborate page setup. The material of which it is composed remains about the same as in the early books. There is less written material with the exception of the 1936 annual, which used the newspaper theme, and a new emphasis on the snapshot or informal picture. After the first World War the development of the artistic excellence was soon rewarded. In 1920 the yearbook had become so generally a part of school and college life that a so-called all-American year book contest began. The "Opinator" news section in the October 23, 1925 issue announced the following: "The Annual published last year which caused much favorable comment when issued in June, won highest honors in the first class at the fifth all-American yearbook contest, held at Madison, Wisconsin. In competition with universities and colleges, Wyoming Seminary scored 977 out of a possible 1,000 points, both the preparation work by the students and the execution by the printer counting heavily in the classification." Two years later the "Opinator" was able to report: "Word has been received that the "Wyom-

ing" of 1927, the publication of the Senior class of Wyoming Seminary, has been awarded second place in the competition for the 1927 secondary school year books. The final award was made only after a spirited contest, in which the Loudres Academy of Cleveland, Ohio, was given first place by a difference of a few points over Wyoming Seminary. . ." The officers of the 1925 Annual were: editor, Eugene Wolfe; business manager, Robert K. Flack; art editors, Charles Denesha and Edgar Williams. The officers of the 1927 Annual were: editor, Bill Williams; business manager, Bob Eyerman.

Although no girl has yet been elected editor of the "Opinator," twice in the last ten years, a girl has been elected editor of the year book. The "Wyoming" of 1937 was the pioneer annual in feminine hands. Miss Bernice Blum was the editor-in-chief and with a competent staff published a book equal to any of those that had preceded it. Four years later Miss Marion H. Bonstein was the editor-in-chief of the 1941 "Wyoming." Both girls proved the competence and ability of the feminine part of the class to carry its weight in organization, direction, and performance of the complicated work connected with the publication of a year book.

The Davenport Scholarship

When Dr. Sprague began to reminisce about the graduates of Wyoming Seminary who had made their mark in the world, he invariably mentioned Fred M. Davenport and his brother, Ernest W. Davenport. They had not only graduated from the Seminary but they had both

taught several years before they moved on to the next step in their respective careers. In 1925 Frederick M. and Ernest W. Davenport established a Scholarship Fund in honor of their mother by the gift of one hundred shares of Pennsylvania Railroad stock, the income of which has provided four hundred dollars. The Fund was called "The Annie Louise Greene Davenport Scholarship." This sum is awarded every year . . . "to that young man of the Junior class, in a College-Preparatory course, who shall have attained a high standard of scholarship and shall have shown such qualities of leadership, intellectual, moral and physical, as shall promise large usefulness to human society. In determining the award, a certain percentage of credit will be given to candidates who have attained this high standard under financial or other difficulties." The award is announced along with the other prizes on Commencement Day and the recipient then has the sum applied to his expenses for his Senior Year. The Scholarship was first awarded for the year 1926-1927 to Paul DeVere Peters.

Fred M. Davenport was born in Salem, Massachusetts, but grew up in New Milford, Pennsylvania. He attended the public schools and then entered the Seminary, graduating in the class of 1885. He was a student-teacher from 1883-1885 in the Commercial College. Indeed he was the first teacher of stenography. Then Dr. Davenport entered Wesleyan University graduating in the class of 1889 with a B.A. degree and a Phi Beta Kappa key. He returned to Wyoming Seminary as a member of the faculty, teaching Greek and Latin and a class in Rhetoric. He was remembered by his students for his dynamic personality and his

gift of making the classroom work inspiring. One of his students has written, "He is also an orator of the first rank and while teaching at the Seminary, made use of his talents in many of the pulpits of northeastern Pennsylvania. He served in the ministry of the Methodist Church at Yonkers, N. Y. and at Kingston, N. Y. from 1893 to 1901." From 1901 to 1904 he studied in the Graduate School of Columbia University where he received his Ph. D. Then . . . "he accepted the position of professor of law and politics at Hamilton College in Clinton, N. Y. This position he held until 1925. He was a member of the New York Senate, 1909-1910, 1919-1925, and was in Congress from the thirty-third district of New York state, 1925-1933." This entry into practical politics came about because Dr. Davenport, ". . . as a young teacher of political science at Hamilton College . . . became so dissatisfied with the theoretical textbook approach to the subject that he determined to go into local politics himself, in order to make his teaching more realistic. As the chairman of the Joint Legislative Committee on Taxation and Retrenchment, Senator Davenport pioneered in the practice of calling in expert consultants from the outside to assist the committee in its work. The help of experts proved to be so valuable in the job of revamping the state tax system, and the resulting committee reports were so widely read and highly commended, that the use of experts by legislative committees for such tasks, soon became an accepted practice." Dr. Davenport's experience in public office convinced him that young men and women should be trained for public service. About the time he was elected to Congress, Syracuse University received the offer of

endowment for a special school to teach citizenship with the provision that Dr. Davenport take charge of it. "He agreed to help plan and organize the school and, although his legislative duties prevented him from giving all his time to the enterprise, he promised to be its active counselor and adviser on all matters of planning and policy—a promise he has fulfilled and is fulfilling. The Maxwell School of Citizenship and Public Affairs was founded in 1924." When the New Deal administration began in Washington in 1933, the functions of the Federal government increased rapidly and created an immediate need for many more expert administrative personnel. Again Dr. Davenport had a constructive idea which he put into a working plan. "The National Institute of Public Affairs in Washington, of which Dr. Davenport has been the guiding spirit since its beginning in 1934, undertook to stimulate the interest of both college faculties and students by offering internship training in the Federal Government to a small group of college graduates each year, carefully selected in a nation-wide competition . . . Some five years ago when war was still a distant threat to the United States, President F. D. Roosevelt appointed Dr. Davenport to be the chairman of the Council of Personnel Directors of the principal Federal agencies. ". . . What the Council of Personnel Administration has accomplished in coordination, elimination of friction and the creating of understanding and cooperation between government agencies . . . has been largely due to the quiet leadership and organizing ability of its chairman."

His brother, Ernest W. Davenport, was also born in Salem, Massachusetts, and grew up in New Milford, Penn-

sylvania. He entered Wyoming Seminary in 1886 and graduated with the class of 1890. In his senior year he was the editor of the "Opinator." In his first editorial as editor for the issue of September, 1889, he commented upon the fact that another year of mismanagement and the paper would die out. He then pledged himself and his staff . . . "to work as a unit, and to the best of our ability to publish a newsy, spicy and readable school paper, and furthermore one conducted on strictly business principles." In his senior year he became a student-teacher, undertaking the work of the stenography department which his brother had pioneered. Upon graduation he continued his teaching for two more years, that is until 1892. Later he entered Columbia University and graduated with a B.A. degree in 1898. Following his college work, Mr. Davenport chose banking as his profession and rose to an important executive position in the Chase National Bank of New York City. Both brothers revealed an organizing and executive ability of a high order, and, in addition, had sufficient understanding coupled with a deep sense of moral and spiritual values to improve and give order to whatever task they undertook. It was in the hopes of stimulating young men to devote their talents to the public good that they endowed the scholarship in their mother's name.

The Honor Court

After suggestions made by students during two decades for some kind of an honor system, some of the students who felt that cheating was often too prevalent suggested to Dean Fleck a student honor system in the fall of 1926.

After faculty discussion proposals for the present honor court system were adopted. Some of the resolutions read as follows: "That an honor body be organized in this school, the only requisite for membership being that a student pledge that he will neither give nor receive help in any formal test or examination. That this body be represented by an Honor Court composed of one member of the faculty, four seniors, three juniors, two sophomores, one freshman, and one commercial, and that all violations of the honor pledge be acted upon by this Honor Court. If the verdict of guilt is handed down, the penalty shall be that the individual appear before the faculty for personal reprimand by the presiding officer, and that he be dropped by the honor body for a period of three months. If at the expiration of that time he cares to apologize to the Honor Court and makes application for readmission to the honor body, he may be received by a two-thirds majority of the Honor Court. If the offense is repeated, it is recommended that the student be suspended from school." Any student who did not sign the pledge was to be placed by himself in examinations under supervision of the faculty. The old penalty of ten demerits for cheating was dropped. In the news section, the "Opinator" reported: "Last Thursday a very important issue was brought before the student body by Dean Fleck. The facts concerning this were clearly delivered to us, and we were given time to think very carefully about the proposed plan. The Honor System is a 'character builder!' . . . The Honor System brings a person's conscience into action . . . It is for the purpose of making the students self-reliant and self-respecting." The students are not required

to sign the honor pledge but do so voluntarily. The pledge reads, "I pledge my word of honor, that I shall neither give nor receive help in formal tests and examinations, and that I shall cooperate with the honor body by every means at my command in promoting standards of honesty at Wyoming Seminary."

Thus the Honor System was inaugurated. Before Thanksgiving in 1926 the Honor Court had met with the faculty advisor, Prof. James A. Adams. On the first Honor Court the senior class representatives were Bodle, Tellier, McDermott, and Miss Emilie Wallace; the junior class representatives were Miss Frey, Miss Johns, and Bill Dick; the sophomore class representatives were Miss Savige and Clyde Schaff; the freshman class representative was Donald Redington. The "Opinator" report of the meeting continued, "At this meeting Miss Wallace was elected temporary chairman and Mr. Schaff was elected temporary secretary. Prof. Adams spoke a few minutes concerning the duties of the Honor Court after which the meeting was adjourned . . . Dr. Sprague recently told us in chapel that he was pleased with the progress of the Honor movement thus far. We have gone through two sets of monthly examinations, and there have been no reports of cheating brought before the Honor Court. It is a fine thing that all except five in a school of 600 have signed the Honor Pledge." In subsequent years the support of the Honor Court by the student body was 100 per cent and the consensus of both faculty and student body has been that the Honor System was a success. Prof. Theodore Hughes became faculty advisor when Prof. Adams became the Dean.

The Cum Laude Society

In the "Opinator" for February 21, 1930, there was a news item headed, "Our New Society" which announced the following: "A new and very important society has been added to our school organizations. This is known as the Cum Laude Society and is the Phi Beta Kappa of preparatory schools. It was founded at the Tome School in 1906. Its object is 'the encouragement and reward of high attainment on the part of students in preparatory schools. . .' It has chapters in all the prominent preparatory schools of the country. According to the provisions of the constitution the charter members of the Wyoming Seminary Chapter have been taken from the faculty members who hold executive positions, are heads of departments, or members of the Phi Beta Kappa Society." At a Faculty meeting early in the school year, Dean Fleck had explained the functions of the Society and Prof. Adams had moved that Wyoming Seminary apply for a charter. Dean Fleck was appointed temporary chairman and under his guidance a charter was secured and the Chapter Constitution adopted. Provision was made for two elections a year from the senior class. "To be eligible for the first election held immediately after mid-year examinations, the student (1) must have an average of 88 or above for the semester with no mark below 78; (2) must be carrying at least four academic subjects (a first year language however is not considered); (3) must have attended Wyoming Seminary for at least one school year; (4) must rank in the first tenth of the class. To be eligible in June a student must have fulfilled requirements (2), (3), and (4) of the pre-

ceding, and must have an average of 85 or above, with no mark below 78."

The charter members were: Dr. Sprague, Dean Fleck, secretary; Miss Foster; Prof. Adams, president; Professors Brown, Bugbee, Burt; March, vice-president; Roberts, treasurer; Sampson, and Traxler. The students chosen in the first election following the mid-year examinations were: Louise Mitten, Ronald Doll, Herman Lingerman, Karl Meyer, and Vincent Nowlis. Those elected in the first June elections were: Beulah Cohen, Charlotte Lewis, Jeanne Weissman, Martha Fleming, Ruth Howell, Harold Fox, Richard Hubler, Fred Schappert, Smyzer Nagle, Ben Moses, Adrian Ross, and Dale Vincent.

It is the custom of the Cum Laude Society to present the keys to the group elected after mid-year examinations in a special program in the chapel. Then when the final elections for the year take place, the Cum Laude Society has an afternoon initiation program with a guest speaker which is part of the regular commencement program. At this time a picture is taken of the members present which is included in the "Wyoming" for the following year.

There are over a hundred chapters of the Cum Laude Society and the chapters are grouped in six districts. Wyoming Seminary is included in district five. In 1938 at the New York meeting of the Cum Laude Society, Dr. Fleck and Wyoming Seminary received a high honor when he was appointed regent of District Five of the Cum Laude Society. The term of the office was three years. Much of the success of the annual regional meetings depended upon Dr. Fleck's organization of the program and the quality of speakers he secured. Not only have

these meetings been stimulating and purposeful but the members from other schools have made repeated comments about the attractive programs prepared by the Art Department under Miss Anderson's direction.

The Guthrie-Thomson Poetry Prize

During the school year, 1932-1933, the present annual poetry contest was first announced by Prof. Brown, head of the English department. In the "Opinator" issue for January 13, 1933, the following explanation of the prize was made: "A new sort of contest is being brought to us by Mrs. Richard Burton. Mrs. Burton is a former Seminary student. She now lectures on the advanced theory of rhythm before students of the experimental college groups under the direction of Marion Coasts Graves, the former president of the Sarah Lawrence College. Mrs. Burton has contributed essays to the American Magazine, and she has also written many poems which make up her volume, 'A Lark Went Singing.' Mrs. Burton is a member of the Poetry Society of America. She is the wife of the well-known Dr. Richard Burton, a lecturer and writer. Dr. Burton also teaches a course at Columbia on current literature and drama, and he is Professor of English at Sarah Lawrence College. Dr. Burton is a member of the Poetry Society of America and of the Drama League of America." Mrs. Burton's object in offering a prize of ten dollars for the best poem submitted of not more than twenty lines, was to stimulate interest in this form of artistic expression and to inculcate the standards of the best poetry. For the latter reason, free verse was not to

be considered and each line must begin with a capital letter. Although the offer of the prize was to some extent an experiment in arousing not only a response but in revealing some latent potentialities, Mrs. Burton was so well pleased with the results that the Guthrie-Thomson Poetry Contest has become a part of the Seminary tradition. The poem that won the prize in 1933 was "Youth," written by Miss Elizabeth Sickler. At the same time honorable mention was awarded to Miss Claire Sterne, to Miss Helen Blum, and to Malcolm Kosek. Mrs. Burton has always submitted the poems to a board of judges of competence and experience. Miss Sickler had already revealed creative talent. She wrote a one-act play of sufficient merit for the Dramatic Club to stage and she had written her senior oration in blank verse. Indeed during her first year at Wellesley College Elizabeth Sickler won fifth place in a national contest with her poem, "Rimpianto." This poem was then published in "The Parchment," a publication of the American College Quill Club. The first poem to win the Guthrie-Thomson Poetry, "Youth," by Elizabeth Sickler, follows:

"Dawn wanders o'er the hill, and sees youth,
Dream clouded eyes raised to the fading stars
Where in their silent depths a vision stirs.
And suddenly affrighted, trembling dawn
Sees a far mountain where a seething sea
Beats at its base with unrelenting tread
And there, upon its crest, with flashing eyes
One youth holds high a glory flaming touch,
A flare of yellow light against the sky.

While up the mountain, struggling from the dark,
Great peoples writhe, and lift beseeching hands
For just a spark to light their ignorance.
A thousand voices swell from out the mist,
A thousand outstretched tapers seek the flame.
Oh you, my comrades, keep your torch held high
With one slim hand against the cool, still stars
To keep your dreams unsullied, unimpaired;
But when the time comes, bow your upflung head
And bend your arm to touch the trembling tips
Of tapers, flickering 'gainst a moonless sky.
And when your torch has failed, a thousand lights
Will dance like butterflies across the grass,
And you will find you're nearer to the stars."

By 1935 Dr. and Mrs. Burton increased the prize to twenty dollars. This opportunity for students to have their work read and judged by those who have had success in the field of creative modern literature is unusual and very stimulating. The winning poems including the honorable mention are criticised. Indeed Mrs. Burton often points out some especially meritorious characteristic of a poem submitted whether it is in the winning class or not. Both in offering the prize and in giving worth-while criticism, Dr. and Mrs. Burton have been of great service to Wyoming Seminary in stimulating interest in the highest standards of literary expression. Dr. Burton for 27 years was the head of the English Department at the University of Minnesota where his classes became very popular because . . . "he made reading fun and poetry desirable." In the "Opinator" for May 7, 1943, Mrs.

Burton's poem "Interlude" was printed. She had just received first prize in a poetry contest judged by Professor Robert Hillyer of Harvard. The title of her winning poem was, "Troop Train at Sunset."

The prize-winning poems of the subsequent years have been as follows: 1934—The prize was split between James O'Boyle's "Random Lines to a Butter-Cup" and Miriam Campbell's "Life"

1935—"The Sea," by Ruth Harris

1936—The prize was split again between Claire Stern's "Sonnet" and "New York Harbor," and Millard Roberts' "My Sea."

1937—"Life Gave a Ball for Me" by Mary Pulverman

1938—"Nature's Hand" by Dorothy Gilbert

1939 and 1941—"Message to Scoffers" and "Sugar-Maples" by Marion Bonstein.

1942—"Oriental Evening" by Caroline Lamme

1943—"Things English" by Helen Raiber. Likewise the second best poem submitted was Helen Raiber's, "Portrait of a Sailor."

1944—"Young Disillusion" by Judith Nelson.

These poems and other selections by students have been published in a small Centennial volume by Wyoming Seminary. The editor, Prof. Harold Brown, and the members of the English Department selected the verses from the "Opinators" and the year books.

The Opinator

This weekly paper, from which the writer has quoted so much in these pages, and upon which he has so fre-

quently depended to find material on the life and thought of the school, has changed with the times and has tended to increase in literary merit and in broadened interests since the close of the last war. No feature has improved more than the art work. The covers are printed in colors from linoleum blocks cut by the art students under Miss Helen Anderson's tutelage. Indeed she initiated the idea of the linoleum block work for the "Opinator." The improvement was so marked and the frequent artistic excellence such that since 1936-1937 the covers have been bound in with the regular volume of each year's issues. The "Opinator" remains as it has always been a student publication. The faculty advisor is a critic, sometimes a censor, and always a cooperative counselor. The "Wyoming" for 1936 explained the "Opinator" organization and manner of work in these words: "Today's 'Opinator' boards consists of twenty members of the student body who earn their position through an open contest. Every Seminary student is invited to join in the contests which are held at the beginning and end of each school year. Each contestant is required to select a subject from a chosen list of topics and write a theme. These essays are read and compared by Professor March, who, after much consideration, decides the membership of the board. The Board produces most of the articles which appear in the 'Opinator.' However, anyone may contribute if the name is signed to the work. The covers and illustrations of the 'Opinator' are also made by the students although not necessarily by a member of the board . . . A point system has been established to insure keener competition. At the close of the school year, the ten seniors with the highest

number of points are awarded keys. In order that one may obtain a key it is also necesary to have over 2500 points. Before the publication of the 'Opinator' begins in the fall, the business staff must secure the advertisements which make the magazine possible . . . During the year they must mail the magazine to subscribers and advertisers and attend to the routine work. The editor and his staff must lay out the book each week and correct the copy submitted to the board." In the mid-twenties a column headed "Current Events" began to appear with some regularity. This column reported news items but did not attempt to write up a news event. Some years it was almost entirely omitted. Finally about twelve years ago the title was changed to "World Today" and it became a feature article dealing with the events in a world of Crisis and War. Book reviews and play reviews have been added as a more regular feature. Articles are frequently longer and more thoughtful. The sports have been reported in a more interesting manner. Editorials are frequently original in treatment and thought-provoking. Fiction and poetry are not included unless the material has some excellence. Humorous articles of the familiar essay type have been an added feature.

In the "Opinator" issue for May 16, 1940, an article headed, "Our Newest Tradition," described the beginning of a plan which would bring the Annual and "Opinator" editors into contact with the work of other school annual and school-paper editors. The article stated, "Last March 14 and 15, six student representatives of Wyoming Seminary and Prof. and Mrs. Parker attended the Columbia Scholastic Press Association Convention at Columbia

University . . . The convention dealt with periodical and annual publications, while every phase of each was taken up in detail with a number of sectional meetings in order that each student might attend the one most helpful to him. However, since it is the Annual which concerns us, I will say that for Annual enthusiasts there was a clinic meeting, lasting all Friday afternoon and the better part of Saturday morning, which took up in minute detail every problem offered by those attending. There was a group of five or six adults presiding, which included experts in the technical, business, art, literature, and photography fields. Each school representative handed his book up to the desk; it was taken in its turn and thoroughly broken down and criticised. In addition to this type of meeting there were round-table discussions presided over by talented student editors, lectures by prominent men and women, and a banquet held at the Hotel Commodore . . . Each of our representatives to attend the Conference was picked according to his merit on both the Annual and the 'Opinator' boards. We gained a great deal." This account was written by Bill Gackenbach, a member of the boards of both publications that year.

Professor Charles L. March who has been the faculty advisor to the "Opinator" since 1928, wrote, upon the request of the editors as follows concerning this publication in the issue for May 6, 1938: "As I am now completing a decade of work on the 'Opinator,' a work which has always been pleasant and is pleasant, I shall write briefly concerning the 'Opinator.' For it is a distinctive school publication and stands in a high place by itself. For over fifty years a few Seminary students have produced

a combined literary and news magazine of literary merit. Other schools may print papers the caliber of the 'Opinator' bi-weekly or monthly, but the 'Opinator' is a weekly paper. It has always been a sense of gratification to me that students can do excellent work cooperatively in such limited time.

"Now the 'Opinator' is designed to *interest* alumni, faculty members, students, subscribers, friends, advertisers, and others. It not only expresses a high grade of student work, but is a permanent record of school events. Are you *interested* in the 'Opinator'? The Editors and Board hope you are. Through the years, though some features of the 'Opinator' have remained permanent, others have been introduced by editors and Board members. It was Elizabeth Sickler who promoted 'The World Today,' Meyer Abrahamson who inserted interesting short columns, Arby S. P. (Espy) who has made the accounts of athletic events vitally interesting and Fred Rudolph who made the 'Opinator' vigorous and alive to faculty and student interest." To test the actual student interest in the "Opinator" a written questionnaire was filled out both by Academic and Commercial Departments. "These were the approximate results. About one-fourth read the editorials regularly; about one-third, the Literary; about one-half, the World Today; about three-fourths, the News; and nearly one hundred per cent of the students read Athletics and Shorts regularly. The Commercials read their page regularly, and some of the Academic students read it also. We found considerable interest in the reading of good 'Opinator' verse.

"Student experience in editing the 'Opinator' and in

writing for it is invaluable. A few years back, one Board member said that he really learned to correct his many English errors in his practice in writing for the school publication . . . The work on the 'Opinator' is of untold value in the development of style and originality, in early experience for would-be journalists. But the supreme benefit one reaps from work on the Board is the training in the accomplishment of work for its own sake, not for temporary or monetary reward. For the purpose of contributing to the welfare of Wyoming Seminary, the ideal of service learned is priceless."

Religious Organizations and Life

The Y. M. C. A. and Y. W. C. A. have continued through the years of the 20th century as an integral part of the school year. Although the Christian Associations have played a larger role in the routine of the boarders, yet the meetings, expecially the Sunday vesper services of the last two or three years, have drawn the day students too. The "Y" handbook was for several decades an aid to the student body with the Varsity teams' programs, with the rules, and other useful information. From the beginning the Christian Associations took charge of the reception to new students usually on the Friday evening of the week school began in September. Likewise "Y" members have often aided the new students to find their rooms and keep their appointments. As stated in a résumé of the activities of the two associations, "The friendly attitude of the Y. W. C. A. is manifest the first day the new girls arrive. It has been our custom to place cards

of welcome and a blooming plant in the rooms to make things as cheery as possible for the new arrivals." Some years the "Y" has sponsored a Christmas party or supported the production of a sacred drama at Christmas or Easter time. "The purpose of the Christian Associations is to foster and keep alive in the students a true feeling of Christian fellowship." Each "Y" has its own Cabinet and faculty advisor. For many years Prof. Burt has been the advisor to the Y. M. C. A. and Miss Hyde to the Y. W. C. A. Two regular meetings a week during the school year sponsored by the two associations bring clergymen and laymen to speak to the students; sometimes the student leaders present student programs. The midweek Wednesday evening meeting is a short religious service. When the Chapel vesper service with a musical program and a speaker is substituted, the hour is changed to Sunday afternoon. The vesper services have been especially stimulating.

Before the automobile made the five-day boarder more common than the seven-day boarder and the interest in the "Y" was more widespread than at present, the "Y" sponsored a visiting speaker who not only gave a formal chapel talk but met with small groups and answered questions or introduced informally questions of moral and social behavior for open discussion. In the early part of November, 1928, Dr. J. Wardle Stafford, an able minister from England who engaged in preparatory school and college conference work addressed the Sunday evening "Y" meeting and the chapel assembly and boarding students on Monday and Tuesday. That same year in April, 1929, the Christian Associations

brought Dr. "Jack" Hart to the Seminary for a week-end conference. He arrived just before chapel on Thursday where he gave his first talk on the theme of "Select a Goal." On Thursday evening he spoke on "Life." Dr. Hart spoke in Chapel Friday morning and continued the conference Friday evening. The Conference closed on Saturday evening with a gala reception to Dr. Hart who gave his final address on the need of "pep" in successful living. In the early part of March, 1931, the Christian Associations invited Dr. Henry Crane, pastor of the Elm Park Church at Scranton, to hold a two day conference. His addresses to the student body in previous years in chapel had made Dr. Crane very popular. On Thursday and Friday, March 12 and 13, 1931, Dr. Crane spoke on the two topics, "What Is Christianity?" and "Lies." Conferences with students were held on the two evenings of the Conference days. An "Opinator" news item in appreciation of Dr. Crane stated in part, "We can safely say that nine-tenths of the student body were so deeply impressed with Mr. Crane's didactic talks that their whole outlook on life and religion has changed considerably. The students who grasped the opportunity of interviewing Dr. Crane were held spellbound by his magnetic personality and helpful suggestions. No matter what question, whether spiritual or material, his interviewers asked him, he replied in such an intelligent manner that one's difficulty seemed to fade into air."

In the fall of 1943 a reading stand was presented to the Christian Associations. It was presented by the boys of the dormitory and was accepted by the girls of the dormitory. "The boys of the dormitory made this reading

stand possible. It was they who furnished the necessary materials for the construction. Special credit should be given to Miss Anderson, who helped to design the simple but effective insignia on the front, to Mr. Jones and Mr. Edwards who helped the boys in every way possible, and to Charles Nonnenberg who directed and carried out the project . . . The insignia on the front is the Wyoming Seminary emblem placed on the international triangle of the "Y".

The reader may recall that during the school year, 1898-1899, the students at Wyoming Seminary who were studying for the ministry organized an association called the "Local Preachers' Club." Again in 1915 there was a group of nearly twenty boys who were preparing to enter the ministry; indeed several of them are now outstanding preachers in this section of the country. Among the news items in the "Opinator" for Nov. 5, 1914, there was this announcement: "Feeling that the ministerial students do not have enough effect upon the spiritual life of the school, it has been decided to form a Ministerial Students' Association. A constitution has been drawn up, and the following officers have been elected for the first term: president—Austin Prynn; vice-president—Paul Hamlin; secretary and treasurer—Howard Harrison." This club does not seem to have continued very long. Finally in the spring of 1921, a group of ministerial students attending the Seminary decided to organize a club as a result of the suggestion of Bishop Theodore Henderson who spoke at the Seminary during Evangelistic services. This time the Society was called the Asbury Club after Bishop Francis Asbury. Membership in the Asbury Club was open to "all young

men who are preparing for Christian work, in whatever capacity. It is the object of this society to aid its members in the fulfillment of their vows to service, to recruit others for service, and to aid in religious work of all character in the school." Every Monday evening, later on Tuesday, the Asbury Club held its regular meeting at which time a clergyman was invited to speak or some of the members took charge. When Sprague Hall was opened, the Asbury Club had a meeting room on the third floor. The membership of the Club fluctuated with the number of boys preparing for the ministry. By the mid-1930's the number was small. However, they remained a very active group and had a greater success and a longer continuity than either of the earlier clubs. When the War came, the number of boys in the dormitory dropped off, especially the older age group. As a result there was no longer even a nucleus of four or five to continue the Asbury Club. In the fall of 1942 the Club was suspended at least for the duration of the War.

Although there had been a need for a regular Bible Study Course felt for a number of years, not until the opening of the school year, 1915-1916, was it possible to introduce such a course. The leading editorial of the "Opinator" for October 14, 1915 described the new course as follows: "This year, the Bible Study Course has all been planned and mapped out and is now well started. The students are separated according as they are rated as freshmen, sophomores, juniors, or seniors, and they meet on Monday of each week from 11:20 a. m. until noon. A competent member of the faculty has each class and after thorough preparation presents the lesson to his

pupils. Each class is studying a different part of the Bible. The work is graded and arranged so that the student will not have the same part of the course twice while he is here. Monthly tests will be given and the Bible has been made a required course for graduation." At present the freshmen and sophomores study the four gospels and the book of Acts; the juniors study the Pentateuch and the seniors study the books of "Joshua," "Judges," "Ruth," and I and II Samuel.

Another step was taken in 1919 to improve the religious life of the school by having the faculty attend chapel and take attendance. Up until the fall of 1919 the attendance had been taken by student monitors: The "Opinator" editorial in the issue for February 19, 1920, commented thus: "This method should have been adopted long ago, for the student monitorship was in no way satisfactory. The presence of the faculty in chapel has made the services seem more important because of their very presence. The attendance now is regular, whereas it used to fluctuate shamefully. Good order and reverence are prevalent to a great extent . . . The most noteworthy result, however, has been concerning the senior orations, as has been evidenced the past few days. The orations represent many hours of research and careful study. The attention a senior now receives in delivering his oration was not one of the courtesies allowed to the seniors of other years."

To stimulate student interest in the Chapel service and to give variety to the programs, a Chapel Board was organized in the school year 1941-1942. This board is made up of representatives elected from each of the classes and from the Commercial Department; also the presidents

of the Y. M. C. A. and of the Y. W. C. A. are members ex officio. The members of the first Chapel Board were: Stanley Davies, Clifford Morgan, Edward Brewster, Edgar Brill, Miss Laks, Miss Elizabeth Abbot, and Miss Lucy Storer. The Chapel Board meets with Dr. Fleck and plans Chapel programs. Students not only suggest the hymns but frequently read the scripture and give the prayer. Since humorous announcements, school songs, and cheers are permitted only on Friday, when the chapel period is more of a school assembly, the chapel service on Tuesday, Wednesday, and Thursday is more reverent and more of a purely religious nature.

The Seminary Dances

No single change in the life of the school would probably shock the founders and early patrons more than the introduction of dancing. When Judge Jessup in his Anniversary Address condemned the reading of novels, especially such novels as those written by Dickens, because they broke down the moral fibre of the youth and led to sloth and indifference, he was expressing the honest convictions of the serious minded citizens of his day. The early colloquy was a substitute for anything suggesting drama and even then, the reader will recall, one observer at an Anniversary thought the girls should take no part in such presentations. In the issue of the "Opinator" for November 18, 1920, the leading editorial was on "Dancing" and stated in part: "What student at Wyoming Seminary has not, at some time, heard this remark, 'I think it's mean not to let us dance with the fellows or the girls, don't you?' And

how many times at the various receptions have students been heard to exclaim, 'It's too bad to waste that perfectly good music! If they'd only let us dance!' But just why *is* it forbidden? The first reason is obvious. Wyoming Seminary is a Methodist institution and as such is under the supervision of the General Conference. The laws of the Methodist Church expressly forbid dancing . . . Suppose the General Conference, three years from now, should lift the ban. Would the boys and girls of Wyoming Seminary then be allowed to dance together? This question must be answered in the negative for various reasons. First of all, the parents of many students at the Seminary do not approve of dancing. Again, the faculty regard this matter from a scholastic viewpoint. The purpose of Wyoming Seminary is to educate, not to entertain. Moreover, there is a question as to whether dancing might not be actually harmful. It has degenerated from the graceful square dances and Virginia reels of our forefathers into an exhibition of modern dances, not one of which possesses even the saving quality of gracefulness. For that reason alone most coeducational schools forbid it."

The first step came in the year, 1927-1928. For a long time, many of the students had fussed and complained as suggested in the preceding paragraph. The majority of the faculty either danced themselves or approved of dancing. Thus, when the leaders of the class began an agitation for a senior prom, a scheme was finally devised so that they could hold a senior prom and yet not offend any Trustees or patrons who still believed dancing was best omitted from the extra-curricular activities of a school like Wyoming Seminary. It was arranged that the dance should

be held on Tuesday evening, that is *after* the graduation exercises held in the morning. Thus the class of 1928 held their "prom" as alumni and not as members of the student body. That first "senior prom" was held in the Masonic hall in Wilkes-Barre with the class advisors and parents as chaperones. Although the night was very warm, the first Wyoming Seminary dance was such a pleasant event and conducted with such decorum and refinement that it was repeated the following year, and has been an outstanding social event each year since that time. Two years later the issue of the "Opinator" for May 29, 1930, carried the first printed mention of the senior dance in a school publication: "A lovely June evening . . . a beautiful moon . . . casts its golden glow on a floor that is filled with merry couples, beautiful girls gowned in attractive evening dresses . . . and boys dressed in white flannels. These couples are dancing rhythmically through the scintillating colored lights to the entrancing strains of music from Fulmer's orchestra . . . You ask what it is! The Senior Dance! This one is bigger and better than ever before . . . So come; join this throng of happy youth; dance away your care and be in a land of magic for one night. You'll be glad you came."

In 1935, as the result of a student request for a dance during the school year, the faculty approved a midyear dance which would be held on the school premises on the Friday evening following the midyear examinations. The first semester in the newly adopted schedule for the midyear examinations, ended with the afternoon examination on Thursday. Friday was to be a holiday between the semesters. Thus, a midyear "Prom" fitted into that

holiday evening as the natural climax for the students of a week of considerable strain. The "Wyoming" for 1935 stated the feeling this way: "The advent of the first promenade at Wyoming Seminary in ninety years was hailed with tremulous excitement by all loyal Seminarians. The Mid-Year Dance was unquestionably a brilliant success . . . Every one of us experienced the same unmistakable thrill when we walked below that lattice of blue and white to greet that distinguished group of personages, Dr. Sprague, Miss Laura Sprague, Dean and Mrs. Fleck and Miss Erma Foster. Nothing could have been more fitting for our first dignified promenade." The Annual for 1936 described the organization for planning the Mid-year promenade: "Because of the overwhelming success of 1935 midyear Promenade, the first dance ever to be held within the school premises, the faculty and student body agreed to make it an annual occasion . . . The senior, junior, sophomore, and freshman classes each chose two students, a boy and a girl, to represent them on the dance committee." The Commercial Department also elected its representatives. Prof. Theodore Abbot was the faculty advisor at first; then, Prof. Sampson became the advisor. The dance at mid-year is held on the floor of the Sara Nesbitt Memorial gymnasium in Sprague Hall. A local orchestra is usually hired for this occasion.

In the past few years S. P. U. C. (Society for the Protection of Upper Classmen) has given several additional dances each year. These do not come under the jurisdiction of the Seminary nor are they chaperoned by any of the faculty. They are held off campus. Most of those who attend, however, are Seminary students. This is another

example of the student desire to organize societies outside of formal jurisdiction or of a secret nature like the fraternities mentioned in the first section of this chapter.

Two World Wars

In this period two World Wars have brought an accelerated pace of change, and posed many new problems for Wyoming Seminary. The military training program of the first World War has been described in the second section of this chapter. There were other manifestions of the effects of the War on the life of the school and there was evident the desire to be part of the great national effort to preserve democratic institutions. In the leading editorial in the issue of the "Opinator" for October 11, 1917, this spirit was expressed in these words: "Old Wyoming is doing her 'bit' for the cause of our country, of our allies, and of democracy. More than twenty students who were here last year are either in service at the present time or will be very soon. Those who are left do not feel they are 'slackers.' They feel that it is their duty to stay here to prepare themselves for better service in case they are needed. Everyone is ready to go to the front at the call of his country. We feel great pride over the fact that our fellow students are serving their country, but do we really appreciate the great sacrifice they are making by giving up home, school, and friends? Have we thought that there might be some way by which we could do something to cheer these friends of ours and to give them a few more comforts and conveniences? With this thought in mind a movement has been started by which everyone may have

a chance to help send something to each one who has been a student of Wyoming in the past year and is now in service. Word has been received from nearly all of the parents of our boys telling what each one needs or would appreciate . . . This can be done by hard work and self-denial on the part of every student of Old Wyoming. There will be many things of various kinds wanted, such as: comfort bags, housewives, books, candy, magazines, knitted articles, and many others. The girls will be able to use their skill in knitting and sewing many things, while the fellows will have an opportunity to contribute to a fund which will be used to buy those things which the girls cannot make." The work was to be done through the Student Councils (the Hall councils).

The report of the success of the preceding project was given in the "Opinator" for May 30, 1918 and reveals the earnestness and drive of the students in contributing their part.

"Since the beginning of the war, calls of many kinds have come to the school. As she has always done before, Wyoming came to the front and did her part. Although the exact figures cannot be obtained, it is certain that the money given in the first Red Cross drive and the Y. M. C. A. drive exceeded one hundred dollars for each." In the second Red Cross drive $167.85 was given. Liberty Bonds were purchased up to $11,750, and War Savings Stamps up to $1,854.75. "The following articles were made by the girls of the school from materials bought with their own money and given to our boys: 131 sweaters, 94 pairs of socks, 35 helmets, 56 wristlets, 179 bed socks, 24 mufflers, 45 trinket bags, 2 hospital blankets, 7 kits,

1 pair of gloves, and 2 wash cloths. We are justly proud of the work the students and teachers of Wyoming have done this year."

Two of the Seminary teachers served in the first World War: Prof. Jordy, who taught from 1911-1917 in the Science Department and had the boys' gymnasium classes, and Prof. Cooley, who taught from 1915 to 1917, in the mathematics department. In the "Opinators" in the years 1918-1919 the honor roll of Seminary was printed. Ninety-one Wyoming alumni and members of classes served in the War. Seven of Wyoming's boys made the supreme sacrifice: Karl Sanford from Endicott, N. Y., a member of the class of 1918 "was killed in the battle of the Marne after having volunteered his services in keeping the line of communication open under heavy fire." Bryant C. Bartlett of Holyoke, Mass., a member of the class of 1918 "was killed in the great offensive at Chateau-Thierry." Atherton Brader "was killed in England in an airplane accident, making his first flight prior to receiving his commission." George Newitt of Kingston, who had graduated from the Commercial course, "was killed while fighting with the gallant marines in the late spring." Harry Hill, who had graduated from both the Academic Course and the Commercial Course, who had advance to a 1st lieutenant, had been wounded by shrapnel but "carried his wounded orderly to their dugout where he collapsed" and later died in Paris. Theodore R. Williams of Kingston, a member of the class of 1919 "was killed on the battlefield of France on October 4, 1918." Robert Hartsock, a member of the class of 1919 "died in France."

The final appeal for money contributions was made in

November right after the armistice and was reported in the November 21, 1918 "Opinator" as follows: "The students and faculty have nobly responded to this last appeal for money. It has not been a plea for investing in Liberty Bonds or War Savings stamps, but it has been an appeal for *giving* of what everyone thought he or she could afford to show his appreciation of what the boys from our midst are doing and have done 'over there.' The campaign has been the most popular one of all undertaken in the institution . . . So far the boys have subscribed $497 . . . While the girls have subscribed $540."

The First World War lasted a relatively short time so that the losses were not large measured in terms of the second World War. The editor of the "Opinator" commented upon the future in the issue opening the 1919 school year in this manner: "The European war has brought still greater advance in science, but most important of all, it has torn up all the old landmarks and old theories of government, together with many old ideals and standards of men. This war has not constructed anything; it has only torn down that which could not stand its severe test. This war has left many a gap. How are we going to fill them. We, as students, are apt to think that '*we*' does not concern us, but, alas, we are the very ones whom it does concern. The standards of the world can not be reestablished in one nor in ten years. We, who are preparing today, will be the leaders tomorrow. We are beginning a new year; let us begin it right. Our boys in khaki and blue have done their share; now let us do ours. It might not seem heroic to 'bone away' at our lessons but it will pay nevertheless."

The standards were not reestablished and no permanent foundation of moral and legal principles was laid which could insure a better world. By 1939 it became evident the next generation must make far greater sacrifices of life and hopes and treasure to retain the security we too frequently had assumed was ours without effort and without sacrifice. This time the war came even closer to the daily life of students and teachers and the honor roll of Wyoming's sons in service already filled two boards posted in Sprague Hall and the casualty list by September, 1944, had already passed the total number of Wyoming Seminary alumni and students who served in the nations armed forces in the first World War. Before the United States had entered the war one of the members of the editorial board of the "Opinator" wrote of this failure in part: "We are exhorted to have faith; no matter what happens we must believe that all will turn out for the best, for out of evil will come good, and on the smoking ruins of an old world will be built the shining battlements of a new one. That is the hope that men live by. However just saying those words of hope is not enough. The slogan, 'God helps him who helps himself,' was never more true than today. All the faith in the world will not do one iota of good if it is not accompanied by effort. All the tomes and volumes in the world written on the good life and even the Bible itself are useless until they are accompanied by hard fighting work. Those who kneel and pray for peace and yet make no move to keep it are worse than the War Mongers themselves. Just simply proclaiming that all will turn out for the good will be of no avail when women and children are being killed and a whole civiliza-

tion is breaking up before our eyes. The fact that the same thing has gone on many times before in the World's history doesn't raise one brick on the destroyed homes and dreams. Philosophizing and analyzing are easy. What we need is fighting and battle with action against that force which seeks to destroy our life. The scientists must leave their laboratory and devote their trained minds to the more immediate problems at hand. The scholars must forget a little of their abstracts and devote themselves to the teachings of saneness and solid action. We must have a leader supported by his colleagues. President Wilson was deserted in his time of need. That cannot happen again. I call upon the scholars, the scientists, and the men of letters to devote themselves to the problems immediately at hand. I believe this is a practical application of faith."

In the period from 1942 through September, 1944, faculty and students learned to do without many supposed necessities. Gasoline rationing and the tire shortage practically ended pleasure driving. Sugar, butter, meats became scarce so that even with ration stamps, the goods were not procurable. Then certain types of clothing vanished from the stores such as silk and nylon stockings. Everyone soon adjusted himself and turned to new interests and pleasures. Blackouts for the dormitory were common until 1944 when all possibility of enemy raids had passed. When the whistles began blowing in the middle of the evening, study hall was dismissed, students returned to their rooms, the master switch darkened the dormitory, and the faculty with dimmed flashlights undertook a little patrol duty to prevent the enthusiastic students from too thoroughly enjoying an early release from study hall. The

"all-clear" signal was usually a welcome relief for the faculty. Air-raid practice in the daytime made necessary the gathering of all the students studying in the several buildings into the hallways of Sprague Hall since this was the only steel-constructed building on the campus. But these experiences were a reminder of how fortunate we were that we need only practice for air raids that never came. The interruption to the regular schedule was inconsequential. The War has come much closer to both students and faculty than the first World War. As the months passed into years and defeat was turned to victory, the shortages increased and the restrictions increased. These were of no importance, however, in comparison with the steadily lengthening list of those who gave their lives that our security and remoteness from the field of battle might continue. In an "Opinator" article called "Critical Days Ahead" in the October 16, 1942, issue the writer stated, "The days ahead of us are growing more critical with every passing hour. Each day as we read our papers we find a new regulation imposed upon us or a list of articles that have been frozen by the government. As many of the products we have come to regard as everyday necessities are taken from us, we feel the need of preparing ourselves for these critical days ahead. We shall have to be pioneers building a new way of living and working together for a common goal, which can be achieved only by hard work and clean living. Patience and tolerance will aid us in the critical days that face us. There will not be a home free from sorrow or heartbreak at one time or another. If we are patient and trust in God, our burden will be made easier. If we are to survive this

struggle, we must live 'the ideal American life by making thrift, adventure, and hard work a game' to be played with all our heart and soul."

In 1943 the contributions to the Red Cross War Fund of the students, faculty, and employees totaled $268.40. This surpassed the 1942 Red Cross War Fund which was a total of $235. In the May 7, 1943, issue of the "Opinator" a news item reported the progress of the War Bond drive as follows: "In sixteen days Seminary has raised $21,500, enough to buy eighteen 'jeeps.' The drive was sponsored by the Amphictyon Society which has been selling stamps and bonds every week to those interested."

Many of the steadily increasing roll of Wyoming's sons and daughters serving in the armed forces of the United States have advanced in rank rapidly. In fact, close to two-thirds of the alumni and former students in service are commissioned officers. Probably no son of Wyoming has had a more distinguished war record than General Quesada who is in command of the American 9th Air Force operating over Germany. His contribution to victory has thrilled every one connected with the Seminary. There are many others of her sons who are serving to the best of their abilities in more obscure places without distinguished rank. Others, unfitted by temperament and taste for war have gone into service with enthusiasm and a grim determination to do their part. The writer recalls one such boy who possessed great potentialities, who had a high idealism and a genuine enthusiasm to make this a better world in any way he could. Unsuited to the military life, his health confined him to service in this country. The Army offered him an honorable discharge, but his

anxiety lest he should not contribute his part to the preservation of freedom led him to refuse the discharge. He lost his life in an accident in camp and not in some battle exploit against the enemy; yet, such is the spirit that has made this nation great, for, whether the sacrifice is death at the front or on the high seas, in a hospital or in the relative obscurity of some camp at home, all have found their life in losing it. To all her sons and daughters in service the Wyoming Seminary of tomorrow owes a debt that can only be paid in service to future generations of students.

These Were Class Gifts

Occasionally a class makes a special gift to the school. The class of 1912 presented the so-called senior benches to the school. In the first issue of the "Opinator" for September, 1912, this item appeared: "The new concrete benches presented to the school by the class of 1912, are now completed and ready for use. These new acquisitions are to take the place of the old wooden benches formerly known as senior benches, and are subject to the same conditions that governed them. They are for the exclusive use of the members of the senior class and those other students who are invited to sit down by any member of the class." Today they are not the exclusive privilege of a class but anyone may sit there a while in the warm days and enjoy the campus in the beauty of the sunlight or twilight.

Every visitor to Sprague Hall today notices as soon as he climbs the steps, the bust of Dr. Sprague. This bronze sculpture on its marble pedestal was the gift of the class

of 1923. In the "Opinator" issue for December 12, 1930, a member of the class explained the origin of this unusual gift as follows: "When all accounts were closed, the class of 1923 came to the unexpected but not upleasant realization that there remained in the class treasury a surplus of $230. Some favored a gift of books to the library, some additional pictures in the classrooms. Only one idea seemed to be held in common—that the presentation be made in such a way as to be a tangible evidence of the honor and love that each member of '23 felt for the man who has always inspired reverence and affection in the hearts of Seminarians, Dr. L. L. Sprague. Finally, the decision was reached to deposit the money in a savings account where it would accrue interest until the completion of Sprague Memorial Hall. With the completion of Sprague Hall the class of 1923 announced that Burr Miller, a former Seminary student who has displayed great talent as a sculptor both here and abroad, had been commissioned to model a bust of Dr. Sprague which would be placed in the hall that bears his name. The plan was an ambitious one because the cost of the work was far beyond the sum 1923 had at its disposal. The committee compiled a list of class members and acquainted them with the situation, with the result that sufficient personal contributions arrived to change the dream of 1923 into actual fact." The members of the committee of the class of 1923 were: Dr. W. F. Fleck, then Dean, Benjamin R. Jones, Jr. (now a member of the Board of Trustees), Robert Toomb, and Robert Dilley.

Benjamin R. Jones, Jr. presented the bust of Dr. Sprague on behalf of his class. In concluding his remarks he said,

"we of the class of 1923, Dr. Sprague, desiring that you may know our appreciation for what you have done for us, and anxious that the generations of Wyoming Seminary students to come may grow to know and love you as we do, today present to our Alma Mater this likeness of you and our only regret is that this likeness, skillfully as it has been sculptored, can never adequately present the spirit that is yours." On behalf of the Trustees, Col. Franck G. Darte, president of the Board, received the gift. In his remarks he suggested, "I feel that you have done more than merely present this bust; you have started a precedent which I hope other classes will follow, that of doing something as a class for Wyoming Seminary. Very few realize how much more it costs to send a student through Wyoming Seminary than the tuition actually paid, and it is only by the help of the friends of Wyoming Seminary and its alumni who, I claim, owe it to the school, that it can continue the splendid work of the past, and so I say that I hope you have started a precedent in giving as a class and that other classes will follow donating either works of art such as yours, scholarships or gifts to the Endowment fund or to the general fund, thereby aiding the old school to continue to turn out splendid men and women as it has in the past." Then Dr. Sprague made a speech in appreciation of the gift. Of this latter Miss Laura G. Thomson, a former Seminary teacher, has written, "I hope the speech has been preserved in its exact wording for it was a classic. Quizically regarding his likeness in bronze, he appraised it as a work of art but hardly as a thing of beauty. If it had a fault, said Dr. Sprague, it was that the artist followed too closely the features of

the original. There was the deeply puckered brow, almost a scowl, the furrowed cheeks, the too firm set jaw. But if there was discernible in the face any strength of character, any admirable quality, it was there only as a result of devoted service to Wyoming Seminary."

The class of 1928 presented the flagpole on the front campus. On Friday afternoon, September 14, 1928, the presentation was made by William Brown and the gift was accepted by Dr. Sprague. Mr. Brown said in part, "I believe it was in the second year of the life of our class that the need of a flagpole became more than a passing remark. As our Senior year drew to an end and we were engrossed in the many duties which confronted us, we did not forget the gift which we wish to present to our Alma Mater. We of the class are grateful to Mr. Joseph McKane for bringing the matter to a definite end and to Mr. William Dick whose untiring efforts during the past summer have brought our desire to a concrete formation. The class of 1928 has procured this flagpole, which we *know* will express for years to come the sincere appreciation of every member to the Alma Mater we love. It is our hope that those who follow us, as they gaze on the emblem of our nation, may say with Lincoln, as we have learned to say, 'with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in,' and that they should come to love Wyoming as we love it, that the emblem of our fathers, everlasting, pure, and brave, shall be that of the school we know so well."

In the spring of 1941, the faculty, believing that in a period when democracy was in such peril throughout the world the symbol of our nation should stand on the chapel

platform, presented to Wyoming Seminary a beautiful American flag. Immediately there was expressed the feeling that the school should have a flag, especially with the Centennial but three years away. The student who drew the winning design for the school flag wrote this news item in regard to the project in the February 20th issue of the "Opinator" for 1942: "Soon after the presentation of the American flag, a school flag was sought; the Board of Trustees and Dr. Fleck conducted a flag designing contest, entry was open to students and alumni. Of the number of designs submitted that of George Ellis, Jr., was accepted by the judges as the official Wyoming Seminary flag. The judges were Colonel Thomas H. Atherton, representing the Trustees; Mrs. J. Theodore Hughes, representing the Alumni; and Prof. E. E. Quay, representing the faculty. On February 12 the flag was presented to Dr. Fleck, President of Wyoming Seminary, by Robert Reap in behalf of the classes of 1941 and 1942. The necessary funds were raised by the 1941 senior class and the 1942 midyear prom. Dr. Fleck accepted the flag on behalf of the faculty, trustees, and alumni. This is the first school flag Wyoming Seminary has ever had.

"The composition of the flag is as follows: blue field, signifying justice; white seal and scroll, signifying purity; incidentally these are the school colors. In the center of the seal is the torch of knowledge, encircling it is the scholastic ivy. On either side of the torch are two stars, their significance today unknown. Beneath the seal is the scroll with the school motto inscribed. 'The True, the Beautiful, the Good.' " The school Flag stands on the Chapel plat-

form as a constant reminder of the high purposes for which Wyoming Seminary lives.

In the year 1901-1902 the three terms each year, a characteristic of the school program from about 1846, were changed to two terms, or semesters. The first semester begins soon after Labor Day in September and ends with the midyear examinations near the close of the following January. The second semester begins around February first and continues into the first or the beginning of the second week of June. At the turn of the century the courses offered remained about the same. The four College-Preparatory Courses were reduced to three in 1903 by combining the Scientific and the Technical courses into one course. The Business, Music, Oratory and Art Courses continued as they were before.

Domestic Science 1912-1933

In 1912, however, an entirely new course was introduced, Domestic Science. The aim of this course was to give "a scientific and practical knowledge of all that pertains to the preparations of dishes and to the nature of the food use such as its origin and manufacture, its digestion, and dietetic value and economy. The course is planned to make the student more efficient in those things which have a very important part in home-making." After a year or two of experience with this new department, the name was changed to "Domestic Science and Arts." A two-year course was given with English, Psychology, Ethics, Chemistry, Physics, a modern language, and cookery, sewing, and millinery. The domestic science course

was concerned with the food and the domestic art with the sewing. The second year of this new course, 1913-1914, there were seven girls in the Domestic Science course and six girls in the Domestic Arts Course. Miss Anna Ahrweiler was the first to be in charge of this department. The new department was housed on the first floor of Nesbitt Hall across from the large study hall.

In 1916 Mrs. Louis C. Robinson was elected as head of the Department of Household Arts and Science which she conducted for the year 1916-1917. In the fall of 1917, Miss Natalie Hallock became the head of the department. Miss Hallock was a graduate of the Tunkhannock High School, of the Wyomining Seminary, and Drexel Institute, and did some graduate work at Columbia University. By this time the Domestic Science Department had a remodeled kitchen which was more adequate; likewise, a new dining room had been fully equipped. In her first year Miss Hallock had five girls who graduated in 1918, and eleven juniors in the course. During Miss Hallock's period, it became the custom for the seniors to give luncheons in which each girl planned the menu and carried out the details without the aid of Miss Hallock. Of Miss Hallock the 1924 year book stated, "Miss Hallock is exceedingly popular among the girls. She is always ready with a cheery smile, and she has that rare gift of making others happy. Her table is very popular while Domestic Science has, perhaps, more daily visitors than the rest of the class rooms put together." The enrollment continued low being four seniors and six juniors in 1927-1928, Miss Hallock's last year as head of the department. In June of 1928, she gave up teaching and managed a very pleasant tea room in her

home in Tunkhannock where faculty members frequently stopped to enjoy a delicious meal and a friendly chat. Miss Hallock was followed by Miss Marion Richards who, like her predecessor, graduated from Wyoming Seminary. Then she graduated from West Virginia University and took her M.A. at Teacher's College in Columbia University. After teaching one year in Burnsville, West Virginia, she came back to her Alma Mater. The Home Economics Department continued the same type of courses under her direction. The faculty banquet became an annual event and frequent teas were given to acquaint all the girls with the work of this department. Miss Richards remained until June, 1933, maintaining the same high standards in the department. When the full strength of the great depression struck in 1932-1933, the Board of Trustees decided to abandon the Home Economics Department.

The History Department

Another new department finally appeared in the fall of 1926, the History Department. Although history had been a subject since the beginning, it had never been recognized as a department. After the death of Prof. E. I. Wolfe, the administration decided to establish history in a separate department. Prof. Glen Davis, a native of Bucklin, Miss., who had completed his college work at Harvard University, was elected as the first head of the History Department. He taught the American and Ancient History courses and the Civics course. The writer was teaching the English history course along with his senior English work. Prof. Davis ordered the nucleus of the social science

library so that wider reading would be possible and by his standards and his class room methods endeavored to increase the interest in the work of the department. Prof. Davis remained just one year, for he intended to enter business as a life work. The writer of this book then stepped into the position left vacant by Prof. Davis' resignation. In 1938 the department introduced a full year course in Economics, an elementary course laying emphasis upon practical phases of the subject. In the second semester of the year 1941-1942 a course in Sociology was introduced and has become a regular course of one semester. The other semester is devoted to a shorter course in Economics. The year 1942-1943 with its emphasis upon war interests led to the introduction of a full year course in Latin American history. This newly organized department has filled the requirements of our present age with its evergrowing emphasis on the background and outlook of the World we live in. The trend of the times is evident in the fact that college preparation no longer requires Latin for four years but will accept two or three years of a language, classical or modern. By state law American History and Civics are a required subject for graduation today. Social Sciences and natural science have replaced much of the language work of the days when every liberal arts college required the four year Latin or Latin and Greek preparation.

Miss Hilda Kolpin—Librarian

When the Bennett Memorial Library was moved across the street from the first floor of Union Hall to the new

quarters in Sprague Hall, the Trustees accepted Dr. Sprague's suggestion that a trained librarian take charge. For many years students had served as librarians. Although they had worked earnestly at the task, they lacked training. The library needed recataloguing and a book by book survey to separate many volumes no longer in use and to make room for new material. In September, 1929, Miss Hilda Kolpin arrived to take up her duties as the librarian of the Bennett Memorial Library. Her task was no easy one. She recatalogued the entire library, moving those volumes no longer in daily use into reserve quarters. Many new books were purchased each year following her arrival so that the task was a continuous one as the library grew rapidly. Miss Kolpin was a native of Fredonia, New York. She attended the Fredonia State Normal School, the New York State College for Teachers at Albany and did some of her library work in summer courses at Syracuse University and at Buffalo University. She had secured the degrees of B. S. in Education and a B. S. in Library Science. From the beginning Miss Kolpin gave this old Seminary department a new lease on life. The "New York Times," both daily and Sunday was introduced and other magazines, pamphlets, and periodicals so that the current reading material was adequate and a further stimulus to student interest in the best reading material. The various departments of the school have taken an increased interest in suggesting additional books and in sending students to look up material for class reports and themes. The Science Department now, like the English and History departments requires book reports on outside reading. Miss Kolpin had usually two girls to assist her who had won

a scholarship by examination and did this work to earn their way. Her interest in books and in good writing led Miss Kolpin to give a real enthusiasm to her work. She lent every assistance possible to the teachers in securing material or organizing work. Each year it has become the custom for the English classes to be instructed in the use of the library and to practice the search for books in order to master the mysteries of card catalogues and shelf numbers. The Bennett Memorial Library has been of greater importance than ever before in the work of the students and faculty. Of Miss Kolpin, the "Opinator" write-ups for January 20, 1933, stated: "She has two hobbies. One, rather naturally is her books—she favors poetry and poets. The other one is hiking into the great open spaces and exploring nature. Possessing a sense of humor, Miss Kolpin admires people with it, and finds that humor sprinkled with work has an admirable effect on both faculty members and students."

"The Students Sometimes Call Me Casey"

Yet through this rapidly changing kaleidoscope of the modern world, Dr. Sprague remained to the youth of the 1920's and early 1930's an amazing personality whose length of years had not frozen his mind or his cast of thought in a distant past, but had rather opened his mind and his perspective to the coming age. His spiritual strength was rooted in the eternal values, his versatility was part of the shifting scenes about him. In those later years when the writer first came to the Seminary, Dr. Sprague bore the strange nickname among the students of "Casey." No

one seemed to know the origin of the term. This story of its possible origin, Ben Moses, who drove the old Peerless for him has written as Dr. Sprague told it to him:

"During my student days, we often referred to Dr. Sprague as 'Casey' but never in his presence. I had supposed that he never knew we students had such a nickname for him until one evening he asked me this question, 'They tell me that the students sometimes call me "Casey." Have you ever heard them use the expression?' What could I do but answer such a frank and disarming inquiry? He was always like that in his probings when he wanted to take one's measure. Naturally, I admitted the truth. But in making this confession to Dr. Sprague I hastily added in defense of myself and others that we meant no disrespect by the term. But he was not interested in that angle of the expression. He wanted to know if I knew how the expression had started. He was not trying to embarrass me; he just wanted to get a student's opinion. I did not know. It was older than my Seminary days. I had given it some thought in a casual way and I had wondered if his custom of wearing a high silk top hat on his way to church on Sunday mornings had had anything to do with the question. I told him about my hunch concerning the silk topper. This amused him, but did not satisfy him. Then he related an incident which had taken place years earlier that was a logical explanation. I do not know whether the nickname 'Casey' started with it or not, but this is what he told me that evening. It seems that years before my Seminary days there was a custom of having a field day and school picnic annually. One of the features of the day's events was a baseball game be-

tween the faculty and the students. On this particular day the faculty had had difficulty in mustering nine men for a team, and as the game went on the students were capitalizing on the shortage of man power among their opponents and the scoring reflected the situation. Dr. Sprague was not present at the start of the game. Toward the end, Dr. Sprague appeared on the scene, and a rousing cheer went up from the faculty ranks at the prospect of another recruit. Although at the time, he was beyond the years for such activity, he could not very graciously desert his losing faculty. He was induced to play with them, and his first effort was at bat. It was a dramatic moment, as Dr. Sprague retold the incident. The students accepted the new recruit with a characteristic baseball reception. As he stood ready at the plate, some spirited fan yelled, 'Hooray for Casey!' And the students took up the chorus. I have forgotten whether or not he said he performed like the legendary Casey, but he did say that the students made the campus ring with the yells for and against 'Casey.' At any rate this story of his was a plausible explanation for the origin of the nickname which later generations of Wyoming Seminary students inherited."

A Swetland boarder of the class of 1931 wrote the following concerning Dr. Sprague: "When we talk of Wyoming Seminary personalities, there is one none of us will ever forget—Dr. Sprague. Not only was he beloved by all of his students and faculty but by all who ever came into contact with him. All I could write about him could not half cover those fine qualities we all found in Dr. Sprague. However, he had one characteristic which always fascinated me—his ability to walk up to a person and call

him by name and by class. This seemed incredible to me. Even before I went to Seminary I had heard the story of the man who had graduated in Dr. Sprague's early years at Wyoming Seminary and who had come back to Kingston on a visit. Dr. Sprague saw him on the street, took his hand and called him by name, and then utterly amazed the man by telling him the year he graduated. He then inquired concerning his Seminary chums, calling them all by name. With the thousands of faces passing before him during his years at the Seminary, one can scarcely imagine such a thing. There isn't one of us who can't close her eyes and see Dr. Sprague crossing the street to Sprague Hall, or sitting on the platform in chapel, or standing in front of his Bible class."

A day student of the early 1930's wrote of his impression of the Seminary after he had graduated and gone to college. In the following excerpts he touched upon some of his experiences which are typical and which reveal the success Dr. Sprague had through the years in keeping the "best school possible": "The student body of Wyoming Seminary was quite unique in one respect—they believed that competition was the spice of life. Each student was filled with the competitive spirit that made the work so much more pleasant. Social standing at Wyoming Seminary was not decided by wealth or breeding primarily, but more by a student's standing in his class. I dare say that the student average for home study was, at least, three hours per night, and I might add that many, including myself, spent much more than the above minimum. . . . Out of a senior class of 100, the marks of the highest ranking twenty-five varied only from 91% to 87%. But

this competition did not develop 'grinds' or any hard feeling among the students, but on the other hand it had a tendency to develop a feeling of good sportsmanship. It was in this atmosphere I did my best work. Usually I found someone in every class that I would try to outdo and he, in turn, would try to outdo me. In doing this we would both study more and not only get better grades, but what is more important, we gained a better grasp of the subject. . . . One might suspect that athletics and other extra-curricular activities would be passed by. This was far from the truth. Intramural as well as varsity and freshman teams flourished under the guidance of excellent coaches. Nearly 90% of the boys at school engaged in one or another form of athletics . . . I started to play tennis in my freshman year and before I graduated I was on the varsity team which was no tribute to my physical endowment, but merely an example of the comprehensive athletic program. Among my other extra-curricular activities were playing a violin in the orchestra, a clarinet in the band, and I was manager of the basketball team. I was on the editorial staff of the school weekly, and, in my senior year, I was elected business manager of the year book. . . . Perhaps my description of my school life reads too utopian, but there still stands in the hills of Pennsylvania Wyoming Seminary, a school I shall always remember with infinite pleasure."

PART V

Dr. Wilbur H. Fleck

CHAPTER XXI

A Time of Testing

1. Dean Wilbur H. Fleck

THE Acting President who entered upon the exacting duties of the office following the death of Dr. Sprague faced not only the difficulties of entering upon his work after so long and famous an administration but within ten days a major disaster struck the school. It was not fire or tornado but flood, the first to reach the buildings since 1865 and the most damaging in the history of Wyoming Seminary. Dean Wilbur H. Fleck, however, had by training and habits of thought been schooled to manage a real crisis. He would be able to "carry on."

He had come to Wyoming Seminary in the fall of 1911 to teach Latin in place of the Reverend Merritt Harding who accepted a call to the ministry in October. Destiny was preparing the way for the fifth president. Sheer coincidence had opened the way to Wyoming Seminary. As was the case with so many teachers, he came just for a year or two and remained to identify himself with the great tradition Dr. Nelson had made so real a force in the growth of the school. Wilbur H. Fleck was fortunate in his background, one, different in some respects from the early experiences of his predecessors and yet similar. He was born . . . "on the ancestral farm in Blair County, Pa., which was established by his great, great grandfather

in 1765 and which has remained in immediate and continuous succession through his great grandfather, his grandfather, his father, and his brother to date." For the first seventeen years of his life he remained on the farm. "His early training was in the traditional little red schoolhouse but was supplemented by the influence of a home where a premium was placed upon cultural and religious values, strict honesty, and hard work. At the age of eighteen he took what was known as the County Teacher's Examinations and was appointed to a district school. He continued teaching in this district for four years. The school term was from September to April 1st. The summer months were used in attending Grove City Academy where he completed three of the four years of his preparatory school education, the fourth year being at Gettysburg Academy." In 1898 he entered Gettysburg College. In spite of the fact that he worked his way through the four years of college, he maintained his grades at such a high level he was eligible for Phi Beta Kappa when the college secured a chapter, and in addition was able to play an important role in extra-curricular activities such as the presidency of his class, the presidency of the Pen and Sword Society, the honor society of the college, a position on the editorial staff of the weekly paper for three years and editor-in-chief his senior year, a member of the Glee Club for three years and manager his senior year. Even with all these extra activities he found time to play on the "scrub" football team all four years. Among the experiences in college which Dr. Fleck feels were especially valuable for his later life work was the proctorship of the largest dormitory on the campus where he was responsible for order in the

dormitory and for checking the attendance both at Chapel and at church. The summer vacations during the college years were not wasted but added to the young man's store of life experiences. The first summer he tried to sell aluminum ware in Baltimore but, when that did not prove to be very lucrative, he finished the summer in a lumber camp, pealing bark and cutting logs. Twelve weeks of the second summer he secured a position as the private tutor of the two sons of Luther Ehrhart (an uncle of Amelia Ehrhart) in Kansas City, Missouri. The third summer's vacation found him serving as a colporteur for the state Y.M.C.A. in the lumber camps of Pennsylvania His activities had been so varied and his college career so outstanding, Gettysburg College employed him to call on perspective patrons and benefactors. Wilbur H. Fleck graduated with a B.A. degree in 1902.

He was elected vice-principal of the Hazleton High School and teacher of mathematics and Latin. Besides the class room work he coached Hazleton football team for three years of the four and a half years he remained there. Also during the Hazleton period, Prof. Fleck was married to Miss Evelyn Heiney of Montoursville, Pa., ". . . whose active mind and devoted loyalty have immeasurably helped and inspired him." He resigned from the Hazleton High School when an opportunity opened for graduate work at the University of Pennsylvania while he taught Latin in a school conducted by Mr. William S. Blight in Philadelphia. The school has since merged with the DeLancy School. After he had received his Master of Arts degree in 1909 from the University of Pennsylvania, he immediately began work on a doctorate. Much of the research

had been reduced to notes for a thesis in the field of psychology . . . "when a fire destroyed his house in Maple Shade, N. J., and all the thesis material collected" . . . in the fall of 1911. What appeared at first a catastrophe was molded into success in the secondary school field, and was a stroke of good fortune for Wyoming Seminary.

Prof. Merritt L. Harding had been teaching at Wyoming Seminary since the fall of 1902. He had been elected to teach Latin and German. Born in Plainsville he had prepared for college in the Plains High School and then in 1893 in Wyoming Seminary. He had been out of school two years working with his father. The ministry was his goal. He graduated from the Seminary in 1896 and from Princeton University in 1900. "During his course at Princeton he made a fine record in scholarship, receiving the McCosh Fellowship in Philosophy, valued at $600. He was also chosen English orator of his class and received the English prize of $150. He did graduate work at Princeton for two years, specializing in Philosophy with President Patton, whom he assisted in classroom work." Following these successes he came to Wyoming Seminary to teach and also prepare himself for admission to the Wyoming Conference. He was such a dynamic worker that, after he joined the Conference in 1906, he continued in his Seminary work and was appointed to St. Andrew's Church in Wilkes-Barre. Prof. Harding was very popular with the students and . . . "was often called on to arouse interest and enthusiasm in school meetings. He was an indefatigable worker and very often was at his desk at midnight. Being an alumnus himself . . . he exercised a strong influence in forming and inspiring school spirit. The foot-

ball and baseball fields knew and felt often the presence of Professor Harding. He was a Wyoming man through and through." In October, 1911, Prof. Harding received a call to the Providence Church in Scranton. This was in line with what he desired and he decided to accept the pastorate. This decision and the fire in Maple Shade, N. J. occurred near enough together to open an opportunity for Prof. Fleck to recover from the blow before returning to complete his doctorate. Thus in October, 1911, Prof. Wilbur H. Fleck came to Wyoming Seminary to teach Latin. This was a somewhat difficult assignment filling the place of a teacher who had won such well-deserved acclaim and had put so much into his work. But Dr. Sprague had again been more fortunate than he knew, for Prof. Fleck was destined to become not only a valued adviser and assistant but a close personal friend.

The photographs of Prof. Fleck at this time, reveal his youthful appearance with regular features, dark complexion, and a firm, steadfast look. There is strength of character in the mold of the features, a resolute conviction in the firm line of the mouth. He entered into the life of the Seminary in the classroom, in the dormitory, and in the extra-curricular activities. He coached the tennis team. His religious tenets and his firm belief that youth could be fashioned in a Christian environment to build a better world lent to all his work a profound sincerity and purpose. When the drive for $200,000 endowment was launched in 1913, Prof. Fleck was first asked to speak for the school to friends and alumni. He served on the Hall Committee under the Senior Professor, Rufus B. Howland. So successful had his teaching and his relation-

ships with the students been, that when Prof. Howland decided to retire in 1917, Dr. Sprague turned to Prof. Wilbur H. Fleck to accept the responsibilities of the "head professor" in the dormitory discipline, the school program, and office routine. Although he had been teaching at Wyoming Seminary just six years, he had shown an unusual capacity to handle administrative problems in a manner satisfactory to all concerned. It was at the beginning of this new incumbency of one of the oldest positions in the school that the Trustees by resolution made the position that of a dean and the old title of "Senior Professor" was dropped. Into the new office Prof. Fleck stepped in the summer of 1917, an office that had had distinguished predecessors.

Although the office of dean entailed numberless new duties, Prof. Fleck continued to teach Latin, and psychology, and ethics. He applied to his disciplinary tasks, a calm, dispassionate justice founded upon basic moral precepts and a thorough knowledge of the adolescent. His aim was never to punish but to show the offender the necessity of obedience to citizenship rules which made it possible for faculty and students to live and work together in close association. More than one student finally acknowledged the rightness of his decisions, and he succeeded as Prof. Howland had succeeded in maintaining a firm discipline and retaining the respect and admiration of the students. When the writer accepted his position at Wyoming Seminary, elderly Mr. Fisk of the Fisk Teachers' Agency said that the Dean of the Seminary was a very unusual man and that the writer would enjoy a real privi-

lege in working with him. And this judgment was more than borne out in subsequent experiences.

One Wyoming graduate now in the armed forces wrote, "The best method of inspiring classes came from Prof. Fleck. After pointing out our many weaknesses, he would try to show us how to overcome them. *Success in life* was the ideal that he aspired to give us from his remarks at the opening of class. The main thought that I retained from his many inspirational talks was this: 'Opportunity for success will come only if you are prepared for it. You must study hard and learn well all your lessons. The more you learn and the more skilled you become, the more quickly you will attract success.' "

Another student of the early 1930's now in the war wrote to Dr. Fleck in this vein: "The finest thing about Wyoming is that fellows like yourself remain the same throughout the years; even the same to former students; ready to advise, cajole, humor, and inspire." Further on he adds this, ". . . I'm married now to the swellest girl in the world. . . . I'll sure appreciate it if you include her in your prayers during the chapel services. You know, 'More good is wrought by prayer than this world dreams of.' And she is overseas now . . . as an army nurse."

A girl in the boarding department during the latter part of Dr. Fleck's tenure as dean stated her recollection: "And Dean Fleck—stern, loveable, and understanding at all times. We were all glad and proud when he became president of the Seminary."

From the battle ground on the islands of the South Pacific a former student wrote, ". . . How is everything at

the Seminary? . . . I would love to be back there again. I often think of the wonderful time I had at Seminary . . . I guess Dr. Fleck is still teaching psychology and ethics. I learned a great deal of good stuff in his ethics class."

The position of dean is a particularly difficult one in a private school with a boarding department, for he is a kind of key man between the president and the school, between the teachers and the students, between the parents and the faculty, and even between the dining room and the kitchen. He must keep everyone working in sufficient harmony to serve the best interests of the school, he must maintain not only the standards of discipline but also the standards of scholarship. It is an office which demands firmness, tact, inexhaustible patience, and good common sense. Under Prof. Howland standards of scholarship had steadily risen to meet the increasing demands of the colleges. Dean Fleck took up the work where Rufus B. Howland had laid it down and carried on the manifold duties adjusting the standards and curriculum to a changing world. Besides these many routine duties, Dean Fleck aided Dr. Sprague in the details of his work in the 1920's, as the Sprague Memorial drive got under way and the actual building of the central heating plant and Sprague Hall. Such labors required even more subtle tact since the responsibilities were not divided. Through Dr. Sprague, Dean Fleck came to understand the deep rooted traditions of the school and to visualize goals Dr. Nelson had set. It was in many ways a fortunate team, and was preparing the stage so that the school could face the crisis close at hand.

2. Floods, Debt, and War Test the Fifth President

On March 6, 1936, Dr. Levi L. Sprague after serving fifty-four years in the office of president, had passed to his reward. On March 9, 1936, the Trustees met for the first time in those fifty-four years without his presence. The president of the Board, Col. Darte, was away and the vice-president, Z. Platt Bennett, was ill. Ralph E. Weeks of Scranton served as the president pro tempore. Dr. Willman opened this meeting with prayer. Mr. Weeks gave expression to the great loss the Trustees and the school had suffered. Mr. Weeks closed his remarks saying . . . "Dr. Sprague's request to the Board would undoubtedly be, 'Carry on.' " Then on the motion of Dr. Race, seconded by Dr. Bell, Dean Fleck became the acting president of the Seminary and the acting treasurer of the Board with full powers. Then the Trustees fulfilled the known desire of Dr. Sprague to elect Daniel C. Roberts as a trustee to complete the unfinished term of A. D. Shonk. This historic meeting ended with Dean Fleck being brought in and acquainted with his new repsonsibilities. He was . . . "assured of the good wishes and the hearty support of the Trustees in his new duties."

It must have been a sobering thought to have thus stepped into a place so recently held by one who for so long had given to the office of president a standard of performance so consistently high. But true to its history new opportunities for Wyoming Seminary were about to emerge out of the dark hours of testing.

Acting President Fleck had not had a chance to take stock of his situation when the snows and ice of a real

"old fashioned" winter broke up, melted, and poured tumultuous floods over Wyoming Valley such as had not been seen since the Spring floods of 1865 when Dr. Nelson was still guiding the destinies of the school. The week following his election by the Board, Dr. Fleck faced dark, rainy days and constant uncertainty. The first flood crest of 28.85 feet came on Wednesday, March 11th when the waters rose to Kingston Corners and then receded beginning Friday evening so that over the week-end residents of lowlands returned to their homes. Because in the past one flood crest usually carried off the worst of the freshet not much thought was given to the fact that cloudy skies, light rains, and warmer days continued into the next week. Indeed the steady rain aided in cleaning up the debris. But actually the river did not fall below flood stage (22 feet) during the interim. On Tuesday, March 17th, the Susquehanna began to rise again but no forecast warned of a flood stage higher than 26 or 28 feet. The organization and preparation for a major disaster had been allowed to disband and thus the Valley as a whole was unprepared for the catastrophe which came Wednesday night. The crest of the previous Wednesday was passed in the afternoon. Cloudy skies and continued rain aggravated the torrents of water pouring into the valley from creeks such as Toby's Creek which flooded all the depot section of Kingston up to Nesbitt Hall and along the Maple Ave. section of the back campus. Close to 50,000 people were trapped in their homes that Wednesday night. By Thursday 12,000 were refugees housed in public buildings, a number of them in the Pettebone gymnasium which was opened to the community Wednesday

evening. Fourteen Coast Guard motor launches were hastily shipped to the valley, the first ones arriving at 1 A.M. Thursday morning.

At noon that Wednesday the Wilkes-Barre students were advised to go home . . . "and that was the last they saw of the Seminary for over a week." All traffic was suspended over the Market Street and North Street bridges. "Later that same afternoon Dr. Fleck received word that the water was still rising and was not expected to reach its crest till midnight or after. He then began preparing for the onrush that was due, by summoning all the available boys to help remove property that was in danger. Word was also sent to parents of boarders that if they could meet their children outside Luzerne they would be allowed to leave the dormitories. Many parents responded, but over a hundred students remained in the dormitories. Meanwhile the velvet curtains had been salvaged from the gymnasium in Sprague Memorial, but no one thought it necessary to remove the chairs, clothes, and other properties." No one believed the waters would reach the campus, for in all the fifty-four years of Dr. Sprague's presidency no flood had reached much beyond Kingston Corners. Between noon and dinner time the waters rose rapidly. Some of the boys under Prof. Quay worked as fast as they could in the evening bringing upstairs the vegetables and canned foods, enough for over a hundred for five days and sufficient coal to keep the kitchen fires going. Also the clothes and furnishings of the maids rooms were brought up to the first floor. By dusk the first stream of water from Sprague Ave. north of the gymnasium flowed into the rising waters at the corner of

Market Street by Sprague Hall. As the darkness of a rainy evening settled over the campus, water was pouring into the cellar of every building and filling the tunnels which connected the buildings with the central heating plant. The fires were banked and then raked out as the flood threatened the fire boxes. Telephone connections with the outside world were dead. Looking out on Sprague Avenue from the dormitories in the evening the lights of Dr. Shafer's house gleamed and flickered in the swirling torrent that was already beyond the iron fences. Before 10 P.M. the electric lights failed and flash lights, candles, and flares took the place of steady light giving a weird aspect to an unbelievable scene. Fortunately the lights were on again after the first night but, without heat, the buildings became cold and damp. Everyone was at a nervous tension and wide awake since the time and height of the crest were not known. So the dormitories settled down to anxious waiting. The only way of leaving the campus was by boat. The boys of the school gave aid wherever and whenever it was called for. The writer, living over the laundry on the first floor of Union Hall well remembers hearing the tables and other floating parts bumping the first floor and sloshing together as water filled all the basements to a depth of well over three feet. Thursday dawned with heavy leaden skies and steady rain. Although not rising as fast, the waters had not reached a crest. All day long the muddy current washed closer to the dormitories finally reaching the steps. The only part of the campus not covered by the flood was the section of the back campus along Centenary Hall and along the east side and north side of Nesbitt Hall. This small area

was the highest place in lower Kingston. During that Thursday only one telephone was connected with the community and the outside world, the telephone in the Commercial on the top floor of Nesbitt Hall. The dormitory residents put in long distance calls to anxious parents sometimes waiting several hours before the call was made. Hot meals were served in the dining room and a big fire was kept blazing in the fireplace in Swetland parlors.

That Thursday evening "gas house" was held in the parlors and all the boys and girls gathered around the fireplace. "The atmosphere was that of any other night at 'gas house,' except for the constant swishing and whirling of the water against the walls of the dormitories. During the evening, Dr. Fleck announced the most welcome news—the crest had been reached and the height of the river was decreasing. This brought new spirit to everyone, and the remainder of the evening was much less tense." Friday morning there was an evident recession so that the girls, stranded in Swetland, were able to go home or to friends beyond the flooded areas as the Coast Guard launches picked them up at the corner of Market Street and Sprague Avenue. Some of the boys, who had rubber boots on, carried them to the boats. Many of the boys in the boarding department likewise made their departure on Friday but several groups remained to earn some extra money cleaning out the basements and clearing the campus of the debris. Saturday the Susquehanna had receded from all but the lowlands leaving behind a scene of complete desolation. Over all was the slime of the river silt which ruined whatever it had soaked whether an automobile engine, a floor, piano, or personal possessions such as

clothes, coats, "gym" suits, etc., in the basement student lockers. The crest had come near midnight on Thursday and was recorded at 33.1 feet. This was just under the crest of 33.2 feet recorded in 1865 when the Seminary kitchen and dining room had been flooded in the basement of Administration Hall. But in 1865 Kingston was still a country town and the flats were not built up. To a borough of nearly 20,000 population the 1936 freshet was a major disaster. Most insurance policies on property whether homes, stores, or personal did not include flood. This was the case in regard to the Seminary buildings.

To the students stranded in the dormitories that March week, the flood had been a fearsome and exciting experience. The tenseness of adventure had held the morale up during the gloomy, rainy hours of Thursday. But what of him who bore the great responsibility for, first of all, the welfare of over a hundred girls and boys in buildings without heat and with a dwindling food supply; and secondly the responsibility for the Seminary properties? They must have been seemingly endless hours before the crest was reached, many of them inactive hours of just waiting and waiting while great forces beyond the control of all of us reached an equilibrium and normal living conditions returned. The writer recalls standing, watching the steady rain upon the flood waters and remarking to Dr. Fleck that it did not look as though it would ever end. Dr. Fleck replied to the effect that it did look bad but that it must soon reach its crest and then the job of cleaning up and repairing could begin. Although he did not know the extent of the damage, nor how much it might be augmented by continued rain and flood, he was thinking in terms of

rehabilitation. This was the habit of thought and the conquest of the fears of the uncertain tomorrow through a deep rooted faith, that had brought the school through disasters and debt before. No other principal or president in the century of the school's existence had faced such a disaster within ten days after he had accepted the responsibilities for the first time. When Dr. Fleck accepted the offices of acting president and treasurer on March 9th, the debt of the school was $71,000; ten days later close to $25,000 damage had been added. To his Board of Trustees on April 6, 1936, Dr. Fleck reported in part as follows:

"The flood conditions in Wyoming Valley were unexpected and unprecedented. The river rose so rapidly and so high that it was necessary to adjourn school for the Spring vacation two weeks earlier than had been scheduled on the calendar. By so doing we avoided any confusion in the program attendant upon Commencement and the College Board Examinations which immediately follow. I cannot speak too highly of the fine spirit of cooperation on the part of both faculty and students during this trying flood period. The boarding students reached their homes without a single mishap. It was through the most strenuous kind of effort that hundreds of dollars worth of equipment was saved. I want to make special mention of the intelligent, faithful and continuous efforts of Mr. Clarence Jones, the school engineer, and also the fine assistance rendered by Prof. Quay in directing the boys who were cleaning and disinfecting the buildings and removing the debris. However, all of our teachers were most generous in their offers of assistance and served most cheerfully in

any capacity in which they could render assistance. We cooperated to the fullest extent with the Borough authorities and the Red Cross. Forty-eight refugees were housed in our boys' gymnasium and eleven in Nesbitt Hall. Red Cross nurses were entertained for five days in our dormitories. We also found accommodations in the dormitories for nine other persons who were rendered temporarily homeless. Five of our students gave up their vacation in order to do volunteer clerical work for these agencies . . . The two very serious items of damage are that done to the George F. Nesbitt Memorial athletic field and the Sara Nesbitt Memorial girls' gymnasium in Sprague Hall. About 140 feet of the wall of the athletic field collapsed and two tennis courts at that end of the field will have to be entirely rebuilt. The tree lawn along the entire south side of the stadium has sunken badly and in some cases the curb is falling away from the street . . . The floor of the girls' gymnasium buckled so badly that it was a total loss and it was necessary to have it removed . . . The piano which was in the gymnasium was also ruined. It had been raised to the stage and above what we thought would be possible for the flood to reach but the water overturned it and damaged it irreparably. Stage properties were also considerably damaged in spite of our efforts to save them.

"After a rather careful inspection by the engineer and myself of that part of the school property which has been inundated, it seems necessary that the following damages should be repaired forthwith or at least before school opens in September: All plumbing, such as drains, sinks, commodes, tanks, some of which are in very bad condition, should be checked carefully. The doors on many steel

lockers will have to be repaired by mechanics familiar with such work, and all should be painted after the rust has been removed. . . . There are hundreds of feet of steam pipe where the asbestos covering is rotting and the building straps are breaking because of rust . . . The machinery of the laundry was entirely submerged with the exception of the motor, which was removed. The mangle, the washer, and the extractor were under water and of course covered with loathsome, devastating slime. The belts, curtain and the paddling were totally ruined . . . There are ten rooms in the maids' quarters in the basement, all of which were filled with water, and hence will have to be painted, papered, and equipped to some extent with new furniture. . . . The packing of all submerged lines will have to be changed and the air lines controlling the thermostats will have to be checked. The folding chairs in the girls' gymnasium are badly warped and probably two-thirds of the 800 chairs used for seating when the gymnasium is used as an auditorium are warped or split . . . We believe they can be repaired for the most part by the carpenter in moments not otherwise employed between now and September.

"Wherever the water touched the linoleum it loosened it from the wall. The organ motor had to be cleaned and baked. The ice machine must be cleaned, clock wires inspected, etc. Other property damage included that done to lumber, hardware, tools, rusted switches, etc . . . Because of the flood damage a floor should be laid in the girls' locker room of Nesbitt Hall. Considerable painting will have to be done to remove the scars left by the flood. Other improvements and repairs are likely to be needed

in order to keep the physical property of the school up to the standard which you demand.

"The spirit of the school is excellent. Everyone is determined to conclude this year in the same manner and the same spirit as Dr. Sprague would have it."

It was at this same Trustee meeting on April 6th that the committee appointed on March 9th to examine applications for the presidency made its report. The committee reported that the various names had been considered but that they would submit only one name, ". . . that of Acting President, Wilbur H. Fleck." Dr. Fleck was then elected unanimously as the fifth president of Wyoming Seminary and also as the treasurer of the Board of Trustees. Then a committee was appointed to prepare the Nelson house for Dr. Fleck. The last business of this meeting was the notification of Dr. Fleck of his election. He came into the meeting again and heard the formal announcement. "He expressed his acceptance with deep feeling and characteristic graciousness."

In the Trustees' report to the Wyoming Conference the Secretary (Dr. Norman W. Clemens) wrote of the new president, "Dr. Fleck is one of the most highly esteemed men of the Wyoming Valley, and is widely known in religious, educational, and civic circles. He is a skilful educator, an able administrator, a cultured gentleman and an earnest Christian . . . His election to the presidency is not only a source of gratification to hosts of the alumni and supporters of the school, but it is also the fulfilment of a wish expressed by Dr. Sprague to several of the Trustees long before his death, that Dean Fleck might become his successor. . ."

Although the beginning of his administration had been difficult, the estimated damage to school properties of $15,000 was considerably less when the repairs were made. The total repair bill for the 1936 flood was $9,120. But far more encouraging to the new president was the fact that before the repairs were completed gifts to the amount of $10,240.08 had been made. But in addition to these extra expenses, there was a debt which had accumulated from unpaid pledges on the Sprague Memorial and from the reduced enrollment caused by the depression. This debt at the close of the year 1935-1936 stood at $71,600. Although the first plan of the Trustees had been to hold the formal inauguration of the fifth president of Wyoming Seminary in the fall after school had opened, it was finally decided to postpone the event until the beginning of 1937 and to make a drive to liquidate the debt before the inauguration. The date chosen was February 19, 1937, and the chief address was to be given by Dean Christian Gauss of Princeton University. This Friday was a day of triumph which came as a well-deserved climax after the period of testing of the previous March. The story of that year was in the traditional Seminary pattern. Inauguration day brought a surprise to Dr. Fleck of the most pleasant character. In his words to the Board of Trustees he described the event: "It is my happy privilege to announce the largest single gift which the school has received in recent years. The announcement of this gift came in a most unexpected manner and at a most dramatic moment for me and furnished me a feeling of very great elation and encouragement. Just before noon on the day of my inauguration our fellow trustee, Mr. D. C. Roberts, called

me by telephone and announced to me that it was his pleasure to donate to Wyoming Seminary one thousand shares of Woolworth stock to be used either for the liquidation of the debt which the Seminary carried or in any other way approved by the trustees of the Seminary."

The exercises were held at 2:30 P.M. As the "Opinator" recorded the event, "A very impressive ceremony accompanied the inauguration of Dr. Fleck. The entire student body met in the Chapel, from which they proceeded to the First Methodist Episcopal Church. They were preceded by the board of trustees and the faculty of the school. At the church the program was opened by Reverend George M. Bell, who conducted the devotional exercises. . . . One of the main events of the afternoon was the address by Dean Christian Gauss of Princeton University . . . He said that he had long revered Dr. Fleck as a man well grounded in the cultural traditions which are fast becoming rare. He declared that it was most fitting that a man of Dr. Fleck's caliber should head a school, the purpose of which is to train youth to find a richer life. By 'riches' he did not imply material gains; he meant the wealth of the spirit . . . Life has been taking the form of a permanent gold rush. Many people say that the Americans have contributed much to the world's standard of living. As this term is being used, it means nothing but contribution to the material standards of the world. One need not be cultured, for as long as he possesses money he lives up to the standard. This is materialism at its worst . . . Financial accounting is a modern science . . . There are two worlds—the economic world and the spiritual world . . . Material goods are not sharable, for

the giver has less after he makes a gift. Cultural benefits may be given away with no loss to the giver . . . Money does not bring greatness. Spiritual, and not material, wealth has shaped our tradition in the past. The function of the school is that of transformer which transmutes material gifts into gifts of the spirit.

"After the address . . . the Boy's Glee Club sang 'My Anchor Holds' and 'Forward Christians'. Mr. Z. Platt Bennett, President of the Board of Trustees, then gave the inaugural charge. Dr. Fleck responded. . . ." In the response Dr. Fleck stated the standards of performance for those associated with the Seminary and the common goals they sought together. He began with these words, "It is a great honor to be elected to the responsibility of piloting this venerable institution founded ninety-two years ago on the abiding principles of religious faith and directed by the prophetic vision of Reuben Nelson, the scholarly culture of David Copeland, and the rugged courage, the indomitable will, and the high faith of my revered and distinguished immediate predecessor, Levi L. Sprague. I accept this honor not because of personal distinction or emoluments but because I recognize in the action of the Board of Trustees a summons to a form of service.

"I am acutely conscious of the heritage committed to my stewardship. I am very much aware of the heavy obligation placed upon me to preserve the priceless values which the leadership of the past has given the school. I recognize the demand for courage in the face of adversity, for a continuance of patient tolerance with mistakes of judgment, for an impersonal sense of justice, for a freedom from prejudice, for a stature of manhood which is

not conniving for self-gain and popular favor. I acknowledge the need of constant study of all sides of the educational problem, not only as it is found on our particular campus, but as it confronts the educational world in general."

Placing his emphasis upon the quality of the service to be rendered by each group that makes up the Seminary, such as the Board of Trustees, the faculty, the students, Dr. Fleck stated the standards for a Seminary teacher thus: ". . . No faculty can be greater than the souls who compose it. They must be individuals selected for their scholarship attainments and tastes, for their unremitting industry, for their loyalty to the school's program and standards, for the purity of their lives and motives, and for their spiritual acumen and experience. A teacher worthy of his profession must have a sense of mental unrest, discomfort, and genuine remorse for duty undone or for any performance short of his growing best. . . . Certainly a school with the honored traditions of Wyoming Seminary must have a faculty composed of men and women of broad intellectual perspective who look forward to a lifetime of service in teaching and who have started early to build for themselves a goal in the future. Such persons make a real, significant contribution to their profession. No standard necessary to strengthen the fibre of the teaching profession is too high. To be content with the background made solely from formal study in school and college is hardly sufficient for a vital personality in a growing profession . . . eternal effort is the price of growth."

He concluded with his conception of the standards for

the student. In part he spoke as follows to the student body present that afternoon: "In your classroom work we want you to do more than master subjects of the curriculum, imperative as such mastery is. We want you to do more than meet the academic requirements for admission to college. . . . If you do not gain anything other than a mere mastery of facts which is not accompanied by a sense of obligation and humility, you are likely to develop into opinionated, cheap, superficial people. We want to increase your capacity to think and to think constructively and thus acquire other qualities which give grace to personality and stability to character and which will enable you to carry your share of the world's work with pleasure and satisfaction. . . . The supreme end of education is mastery. The Divine purpose in man's creation was that he should have dominion over the forces of the world about him but also over the mighty, unseen urges and resources within him . . . But this education for mastery must be conceived, not merely in terms of power, but also in terms of service, for a mastery that expresses itself only in terms of power makes for destruction as well as construction. No system of education can lift man to the high level of service which is not directed towards ends which are sound ethically. . ."

In words such as these the fifth president expressed the ideals the founders had in mind and the goals which Dr. Sprague would have included in his aim to make Wyoming Seminary the best literary institution in the land. In these words the listener felt that continuity in the office of president which had been a major fact in the success of the school.

In the evening of that important day the Wilkes-Barre Alumni Chapter gave "an inaugural dinner in Irem Temple in honor of Dr. and Mrs. Wilbur Fleck. More than 300 persons were present to enjoy the dinner program and the dance which followed." When Dr. Fleck was called upon to speak he paid tribute to the memory of Dr. Sprague and then spoke of making plans for the centennial of Wyoming Seminary which would be celebrated in seven years.

In his report to the Trustees on April 2, 1937, Dr. Fleck supplemented the ideals and principles he had set as the standards for his administration with specific recommendations for the immediate future of the school. He summarized the needs of the school in these words: "If Wyoming Seminary is to advance in the future as it has in the past, we shall always be confronted with needs. When we have reached the stage of self-satisfaction, then complacency and subsequent dry rot are sure to follow. We need more scholarship funds. This is very forcefully called to our attention every year by the fact that there are four times as many young people applying for scholarship aid as we can accommodate. We need an Employee's Retirement Fund so that employees who have reached the three score years and ten, and who wish to lay down the burden of active service, may do so with some assurance of having their necessary wants supplied. We need more endowment for the employment of additional teachers who are absolutely necessary, if we are to give the close supervision and the individual touch which is so vital in the development of adolescent life. We shall always be confronted by the need of building replacement and reno-

vation. A building which survives a century of hard service to which thousands of boys and girls submit it, needs the attention above stated. Wyoming Seminary requires a modern, fire-proof, thoroughly sanitary dormitory and it is the dream of this administration that this may become an accomplished fact, either through the renovation of the present structure or its replacement by the time of our centennial, seven years hence."

At the time of this Trustee meeting it was decided not to announce the gift of Woolworth shares ($52,000.00) but to postpone such announcement until June. In the interim other contributions were to be secured by invitation to interested friends which, added to Mr. Roberts' gift, would pay off the debt. When the Trustees convened on June 11th, this had been accomplished. Previous to the meeting $26,000 had been paid from the sale of 300 shares of the Woolworth stock, from gifts made by three Trustees totaling $3600, from current funds the remaining $3500. In addition there were pledges for over $2000, the remaining 700 shares of Woolworth stock, and 35 Dupont shares making a total of $38,960 which was $3360 above the amount needed to cover the remaining indebtedness. Dr. Fleck was able to announce that the school finances for the year showed a profit of $21,611.97. Thus once again the trend of yearly deficits was stopped and another debt accruing through building, repairing, and depression covered by assets and ready to be paid. Student enrollment was increasing again. In 1935-1936 there had been a total of 588 which was 66 more than the previous year. In 1936-1937 there had been a total of 626, an increase of 38. With the close of the first full year of

his presidency, Dr. Fleck had the satisfaction of more than the gifts to cover the indebtedness and a profit instead of a loss, he had the realization that the Board, the Alumni, and the community were supporting him as they had his predecessors during so many years when debts and disaster threatened the life of the school. Once again out of adversity there had issued an advantage. Once again Wyoming was free of the incubus of debt.

In the summer of 1937 the repair of the flood damage to the athletic field was completed, that is the rebuilding of a tennis court and of the running track. Also the Trustees, after an inspection of the stands and wall, authorized the concrete stands, which were settling and crumbling, to be removed and steel stands to be erected seating about 1000 spectators. These and other renovations came to some $27,145. In the summer of 1938 two changes were necessary to make the older buildings safe. Under the requirements of the Department of Labor and Industry of Pennsylvania an emergency lighting system was installed and the rear of the Nelson Memorial Hall was extended so that fire protected stairways took the place of the narrow and steep stairs in the rear. The summer of 1940, the front stairs from the auditorium were widened and the narrow turn improved, the old organ was removed, and the entire platform and front section remodeled. With the new lighting system in the auditorium, with new seats, and new flooring covered with linoleum strips instead of matting, the appearance of the chapel was transformed. The chapel, although adequate as far as seating capacity was concerned, was not attractive in the years since the writer had been at the Seminary. The old chandeliers, once the

most modern type of lighting, were obsolete and an eyesore to the visitor at commencement or the audiences at recitals. Although the organ had been a first class instrument in the 1890's, it was tired and wheezy by the 1930's, worn out by more than a generation of organ students who had first learned to play on that instrument. A new organ was installed with the manual on the enlarged platform where the audiences now can better follow the performer's technique. This made it possible to remodel the back of the stage with a very attractive and appropriate grill work, a cross cut in the center, and curtain hanging back of the grill to bring out the sacred character of the design. The chapel auditorium is now attractive and the lighting, the subdued tones of the decorations and the walls, the neat appearance of the seats and aisles give a more religious atmosphere. The organ, an Austin, is an immeasurable improvement, an instrument which under the touch of an artist can hold the student body spellbound. The chapel services on Tuesday, Wednesday, and Thursday of the week, are religious in character, with scripture reading, a prayer, a hymn and one Senior oration. An elected chapel board under the direction of Dr. Fleck suggests readings, hymns, and frequently gives students an opportunity to read the scripture and make the prayer. The student participation gives added interest to the service. Miss Perkins, who succeeded Mrs. Fitzmaurice, in charge of the vocal department, leads the daily hymn singing. Her brief explanations of the authorship of the words and of the composer of the music have given an added interest in some of the better known hymns. Students as well as faculty request favorite hymns. On Fridays the

program is secular, that is student stunts advertising various school activities, school songs, etc. A very pleasant feature of the Friday assembly program is performance by a student of the piano, violin, or voice department, who plays one or two selections. The student body frequently show more enthusiasm over these programs than any other type (especially if the selection is "Deep Purple" or "Rhapsody in Blue," etc.)

In place of the dilapidated building along part of the north side of Union Hall, there was erected in the summer of 1938 a small brick and concrete one story structure where the master switch for the dormitory is located and a motor for the emergency lighting system in case the regular power lines fail in a heavy storm. The utter confusion of wiring which had become a menace especially in the dormitory halls was all removed and the buildings were completely rewired. Nelson Memorial Hall and the Pettebone Gymnasium were also rewired. The master switch in the emergency electric service building was an especial convenience in 1942 and 1943 when "blackouts" were required by the army. These changes in lighting and wiring were another step in improving the efficiency of the lighting system and reducing the fire hazard. These repairs and improvements along with the usual summer painting and papering did not increase the indebtedness of the school to the full amount of the reserves held in readiness to meet unusual expenses. Much of the amounts could be paid in part from regular income. Thus in the summer of 1938 the repair bill totaled $37,326.86 but over $25,000 was paid during the summer months. In fact only $5,000 had to be borrowed finally to cover some

of this indebtedness. In the summer of 1939 repairs in the heating plant, a new floor in Nesbitt Hall, a concrete floor in the basement of Nelson Hall could be covered by income. In 1940 during the vacation while the extensive changes were being made in the interior, the exterior of the building was stripped of its vines and pointed, the outside stone steps were removed and reset, the entrance doors were done over with new hinges and new handles. The total expense came to over $26,000. Hence the upkeep and improvement of buildings and grounds had totaled about $100,000 for four years, only the first year including most of the damage done by the great flood of 1936. These constant expenses mean that the margin between income and outgo is very narrow and slips into "the red" very easily. Without income from endowment the school could not continue with moderate rates and an adequately paid staff. Not only that but the needs of such a school are continuous as the reader has observed from the early days. The costs of education have been constantly augmented by a "gadget-minded" age. In addition the school has annually served through scholarships many hundreds of deserving boys and girls including the reduced rates for the sons and daughters of the conference clergy, aid for ministerial students, and regular scholarships under the examination plan. In 1937-1938 such work and scholarship aid amounted to about $22,000 and has averaged well over $20,000 a year. The maintenance of a school like Wyoming Seminary depends upon frequent appeals to the alumni, conference church memberships, friends in the community so that the school can continue upon the level of performance as in the past.

The reader of these pages is by now well aware of the financial and property problems each president has had to face throughout his administration. Only wise management, attention to details, and inexhaustible resourcefulness have made possible the success of the school on the rates charged to patrons.

In 1940 for the second time since 1865 flood waters threatened the property and inflicted further damage during a Susquehanna Spring freshet. Although the flood control dikes, pumping stations, and retaining basins were nearly finished, there was a sand bag fill-in on the spur track into the gasoline reserve tanks on the flats between Kingston and Plymouth. This was the gap in the dike which the flood waters found. On Sunday, March 31, 1940, the river began to rise rapidly and it became evident that another big flood was due although the hope on the West Side was that the dikes would keep Kingston dry. However on Monday morning, April 1st, the sand-bagged gap gave way and the flood waters poured into the lowlands, and cut highway communication with Wilkes-Barre. The day was clear and sunny and the flood this time did not reach the corner of Sprague Ave. and Market Street. The explosion of a gasoline storage tank on the flats beyond Edwardsville gave Kingston a few minutes of excitement when vast billowing clouds of smoke and red tongues of flame seemed to be licking the houses on Main Street, Kingston. But the wind shifted to northwest and blew the clouds of oily smoke toward the river. In his report to the Trustees Dr. Fleck wrote:

"Wyoming Seminary shared general apprehension and inconvenience occasioned by the recent flood conditions. It was necessary for us to discontinue our program for

one week. We took every precaution possible to protect our property and were to some extent successful. On Sunday afternoon, March 31st, the boys were organized into seven squads, each one headed by a teacher. These squads removed every movable piece of property from the basements of the buildings on the campus. This included everything from junk to be discarded to pianos and food supplies. Our chief concern was with the basement of Sprague Memorial Hall. The water rose rapidly in the pool and tunnels, but by purchasing one pump and renting two others to supplement our own vacuum pumps, we were able to keep the water out of the conduits and off the gymnasium floor. I cannot speak too highly of the cooperation of students, faculty, and engineer. Mr. Clarence Jones and Dean Adams worked with me night and day, and all the teachers and students were on call at any time and responded most generously. I paid the boys for their time and it was very refreshing to have some of them protest that they would have been glad to do the work for nothing. The total cost of prevention and damage to the campus proper will not exceed $700. This will include the services of an electrician who helped remove 19 motors and of a plumber who was engaged to block all sewer outlets.

"We were not so fortunate in the athletic field where the waters backing up on Schuyler Ave. caused the same section of the wall to collapse that collapsed in '36. Considerable damage was done to the tennis courts, otherwise the field does not show much damage. I recommend that we close the gap temporarily until we are assured that the flood prevention efforts will be a success in this particular section. The time lost because of the flood will be made

up by having school on four successive Saturdays and Decoration Day." This was necessary because the Easter vacation had already occurred and school had been in session a week when the freshet came. The flood height in 1940 was 31.2 inches, a little less than two inches below the 1936 high water mark. However, that meant the difference between waters covering much of the campus proper and no water on the campus proper. The flood control works have been completed sometime since and the future freshets should not flood the West Side as these two high waters did. At the close of the Trustee meeting on April 12th, a motion was passed in which . . . "the Board expressed its appreciation to Dr. Fleck for his skillful management and devoted service which resulted in saving the Seminary from any serious loss during the recent flood."

Although the office of alumni secretary was given up in 1939 when the Rev. Richard Jones returned to a charge in the Philadelphia Conference, the alumni as a whole have been brought closer to the school as the result of the secretary's organizational work and have responded as never before during the Centennial solicitation. In 1937, Dr. Grover, President of the Alumni Association was invited to sit with the board to express the point of view of the alumni as an organized group and to make suggestions. Another move in 1937 calculated to have a beneficial effect among the friends of the school was the closing of accounts on the Sprague Memorial pledges relieving some of those who had been unable to meet the pledge. Advertising a school such as the Seminary is a matter of experimenting with methods since it is always difficult to trace down

the motives that prompt parents to send their sons and daughters to this particular school. However, there is no question of the importance of the alumni in this respect since every year more than half of the students here had parents, grandparents, and other relatives who had attended. But others must be interested. Each summer, it is the custom to send one or two of the teachers out to visit prospects. Prof. Theodore Abbot, Prof. E. J. Roberts, and Prof. E. Quay have done considerable of this type of student solicitation in more recent years.

One of the purposes of the Trustees in renovating and refurnishing the Nelson House in 1936 before Dr. Fleck moved in was the appeal the dignified and spacious old home would have to the visitors. The chairman of the Board's Committee expressed the reason for the additional expense in this sentence: "Hoping this meets with your approval and that the furnished president's home will be the charming one we visualize and have the great advertising value so necessary to a semi-private home occupied by the head of historic Wyoming Seminary." Certainly no building on the campus expresses so intimately the personality of Dr. Nelson. Another project for advertising the school was a radio program in the first three months of 1940. Dr. Fleck reported on this previously authorized experiment at the April meeting of the board. "During the past three months, Wyoming Seminary in conjunction with Bucknell Junior College has been conducting a half hour radio program over station WBAX three times a week. This program is educational in its nature. It was prepared by the faculties of the two institutions. Representatives of 34 high schools are competing for three scholarships valued

at $300, $200, and $100, respectively, which are offered by each institution. . . ." The program was given by a commercial sponsor.

In September, 1939, the Second World War began. It is not possible now to record all the effects this catastrophe will have upon Wyoming Seminary but it is possible to note some of the immediate trends. With each year of the war the problems have increased and the burden of duties in the administration of the school have augmented. A month by month record of the life at the Seminary between September, 1939, and September, 1944, would be an interesting chronicle of the slow but certain invasion of this war into every phase of our daily life. When the school year, 1939-1940, opened the "Opinator" editor noted, "The sub-freshman class this year is the centennial's graduating class. They are to have the privilege of remaining through that great epoch in the history of the school." There was in that first issue of the "Opinator" for 1939-1940 an article in the "World Today" entitled, "World War II." The war was quite remote then and no one thought of accelerated programs, shortages of everything (including teachers), a new and more hectic pattern of daily life, "blackouts," bond drives, etc., and ever a more uncertain tomorrow as all our lives are altered by the holocaust. Slowly but surely like a tide creeping up a shore we were caught in the surge of war programs, war organization, and war financing. September, 1939, was the beginning of another one of those frequently recurring periods of testing for the Seminary when new opportunities may be wrested from bad times and evil fortune. Dr. Fleck's administration, which had begun under such diffi-

cult circumstances, had emerged triumphant and preliminary plans for the centennial were under discussion when the Second World War brought new uncertainties and tangled plans with unforeseen complications.

The enrollment in 1939-1940 dropped a little below that of the previous year, the first decline since Dr. Fleck became president. In April, 1940, Dr. Fleck reported to the Trustees: "The enrollment in the academic and commercial courses is slightly above that of last year, while in the special courses such as public speaking and music there has been some decrease. However, the income from tuition varies very little from that of last year." In his written summary of the school year in June, 1940, Dr. Fleck first mentioned the war as a major factor in future plans. He stated, "I am acutely conscious of the uncertainty of the future and of the fact that no one knows what turn political, economic and moral considerations may take in a world where international brigandage and worse are defying the orderly processes of government, and where the collision of two utterly irreconcilable ideologies threaten to engulf the world in chaotic strife for a decade to come; yet, it seems to me that the only procedure consistent with the faith of the founders of our country and our school is to prepare for a future of service in the faith that there is a place for this great school and the type of work that it is doing in the Divine scheme of things and to rest our case in the hands of a benevolent Providence."

No one with a sense of history could ever forget those days of May and June in 1940. Even though another school year was closing with final examinations and the

customary commencement week program, the center of interest of faculty and students was the radio which brought a steady inflow of gloomy news. Disaster followed disaster with bewildering confusion. The world of "the long armistice" was disintegrating in a way no previous civilization had ever done because there was the radio speaking out in these old Seminary dormitory rooms first hand accounts by reliable reporters. The surrender of the Belgian King, Dunkirk's miracle of retreat and evacuation, Paul Reynaud's panic-stricken cry for "a miracle" to save France, and then Mussolini's declaration of war when Axis victory seemed assured. President Roosevelt's "stab-in-the-back" speech, the writer recalls, was broadcast during the dinner hour and Dean Adams brought in to the dining room a portable radio. In a tense and hectic silence students and faculty listened to the President's denunciation of that latest fascist villainy. Everyone was thinking of the future and the role of the United States. Democracy was entering the valley of the shadow in which the most strenuous and heroic efforts would be required of everyone to assure a regeneration of the democratic spirit and a rededication of all our talents and energies to establishing a more stable world order based on Christian values.

The changes in the mode of living and increased restrictions upon individual and group activities came on slowly, but rapidly after Pearl Harbor. The shattering news of that quiet Sunday afternoon in the dormitories was the end of a long period of increasing tension for everyone, the end of argument and the beginning of reality. To all schools and colleges the state of war with the Axis brought

uncertainty and sudden adjustments, but to those that were supported by tuition and endowment the war spelled difficult days ahead. Not since the Civil War had America faced such anxious hours; not since the mid-Civil War years had Wyoming Seminary faced such a perplexing array of problems and such future uncertainties. The war crisis and curtailment came on in company with the approaching centennial of the school. The reader will recall that Dr. Sprague had already begun to speak of tentative plans for this centennial before his death. Dr. Fleck had continued to keep the event before the trustees. In his April report to the Trustees in 1937 and in his June report to the Trustees in 1938, Dr. Fleck called their attention to the approaching centennial. In the latter report he stated in part, "In my judgment this Centennial is the psychological time for the Seminary to make a very positive forward stride in providing additional facilities and equipment needed in the performance of the service which I feel it is destined to render. I respectfully urge upon you the appointment of a standing committee to advise the administration in making plans for the event. . . . I am more and more convinced that Wyoming Seminary and schools of a like nature have a very definite mission in supplying a stabilizing influence in the spread of the philosophy of Christianity to coming generations. For after all, democratic institutions are made up of individuals with the faults and virtues of individuals. The government will be as good or as bad as the individuals who authorize it. . . . Wyoming Seminary must maintain facilities which will permit all of the character training in which this individual contact can result and must

insist on securing teachers who will put living souls above subject matter. That is the prime fundamental upon which the Seminary was founded and on which its continuance must rest." As a result of the solicitation of funds to relieve the indebtedness caused by the 1936 flood, gifts above the amount necessary to cover all outstanding debts had been put in the Centennial Fund. Subsequent gifts were added to this fund.

Again in March, 1941, when the trustees held their annual meeting, Dr. Fleck made further suggestions in regard to the anniversary of the founding: "This (mention of the fund) leads me to ask for your thoughtful consideration of the advisability of appointing a committee now to formulate plans for the celebration of our centennial and also for taking advantage of the opportunity which this event presents for the raising of funds for much-needed building renovation and new facilities. While the skies of the present and the future are much beclouded by the ominous threat of war, it seems to your administration that it is all the more necessary that institutions which have been founded for the noble purposes which characterize Wyoming, should be kept alive and functioning efficiently so that these influences may be felt during the reconstruction period which is bound to follow." In June, 1941, Dr. Fleck closed the fifth year of his administration and the thirtieth year of his services in Wyoming Seminary. Because this was so he included some extended comments in regard to the needs of the school. He stated, "The future is a matter of much speculation and concern. It seems to me that the present year is a very critical one since we shall have to decide whether

we are going to move toward the new century with a confident step and a faith in the future, or . . . mark time for the present and eventually decline and die. This war will end, as all wars have ended. An aftermath is sure to follow. . . . Education is bound to have a vital part in the reconstruction period. . . . If the fire of freedom is still alive, and we have faith that the American way of life will continue to be characterized by personal freedom of choice and private initiative, we may go into the future with a school furnishing an atmosphere and program for students whose parents wish to select for their children companions and teachers who create a cultural and religious atmosphere conducive to the way of life which they cherish and which is being supported by honorable traditions. I do not belive that Wyoming Seminary is willing to accept a future prospect which admits of no further service, which temporarily rests on the laurels of the past and then lapses into decline. This, however, is what must of necessity result unless buildings and equipment and faculty personnel are kept up to the highest possible level of efficiency. Dormitories which have served for eighty-five years must necessarily be in the process of disintegration. They were planned to meet living demands which obtained prior to the Civil War. The fact they have adapted themselves to the past half century is ample evidence that they were planned well, but the use and abuse of thousands of impulsive, energetic, characteristically thoughtless American boys and girls have left their marks so that they are no longer considered adequate. . ." Dr. Fleck suggested a girls' dormitory to be erected on Seminary property, possibly on Sprague Ave.

And then ". . . the present dormitories could be made fire-proof and arranged so that the younger boys could occupy one wing and the older boys the other two wings with more commodious apartments for teachers than they have available at present." This plan would make a separate girls' campus. With such expanded and improved facilities Wyoming Seminary could attract a much wider patronage in the post war years. Then Dr. Fleck put the gist of the matter in regard to expansion. "I believe it has been sufficiently demonstrated that while this school with its present endowment can meet all the ordinary expenses and some extraordinary repairs and improvements, yet like all schools of a similar character, both private and public, the building of new buildings and the modernization of old ones must be financed through special funds. . . . Private schools must rely on their alumni and philanthropically disposed friends. At the last meeting of the Board of Trustees a Centennial Committee was authorized. . . . The administration places itself at the service of this committee and confidently hopes that plans will be made which will insure even greater and more significant service for the second century than the one just closing has offered . . . The Alumni Association is ready to select a similar committee to cooperate with the Centennial Committee of the board. We must have definite objectives and plans for the attainment of these objectives and 'the way to begin is to begin.' "

Although the enrollment in 1940-1941 had been 584, in 1941-1942 there was some decrease but more noticeable was the shift in registration. The college preparatory courses showed a slight increase over the previous year.

Dr. Fleck reported that there had been small increases in that department since 1936. The decrease was pronounced in the ". . . commercial department of the Dean School of Business among the boys. This is to be expected since most of the registrants . . . are high school graduates and the boys who have graduated from high school are either enlisting in the army or attracted to defense work. For the first time in several years we have more girls than boys in the school. . . . The senior class is one of the smallest we have had in a number of years." In the year 1942-1943 the report of the president to his board showed a further decline in registration as the armed services began to draft from the great reservoir of the nation's youth and as the entire economy was converted from peace to war causing confusion, upsetting plans of parents for their children, and clouding the future prospects of income and security. "Our enrollment by departments shows losses all along the line with the exception of the music department. We have a loss of 7% in the academic department, 40% in the business department, 31% in the shorthand and typing department, and an increase of 1% in the music department." The loss of registrants in the shorthand and typing department was due to government demands which increased so rapidly that standards of performance had been lowered. These decreases recalled the hectic days of the Civil War period, especially 1861-1864.

Not only was the war affecting enrollment but it was drastically affecting income from investments as taxes mounted to pay a part of the bill of the costliest war in human history. Indeed this had been a trend beginning

in the 1930's. In June, 1941, Dr. Fleck reported to the trustees the fact that the income from endowment had fallen $5000 in the five years he had been president. How important this income is to the welfare of the school is evident from the experience Dr. Sprague had with deficits between 1898 and 1919. Using only the figures of the academic activities, Dr. Fleck demonstrated to the trustees the importance of any losses in endowment income:

from tuition	61.8%
" gifts	.9%
" endowment	37.3%

In the April meeting one year later, Dr. Fleck stated, "This has been a difficult year financially. We have not only suffered from a decrease of income from both tuition and endowment but we have also had to meet a very decided increase in all costs. The reduction of the dividend on Woolworth stock reduced the income from endowment $12,000 over last year. In April, 1943, the same trend was reported. "Our income from investments is the lowest in at least fifteen years. In fact the income from endowment for the past seven years is $72,011.12 less than for the seven years preceding 1936.

All schools at the high school level and colleges were profoundly effected by the shift to a war basis. Although the First World War had had some effect on the Seminary, the Second World War has been deeper in its effects and of course prolonged far beyond the year and a half of participation in the First World War. Several teachers were called into service which made replacements difficult and combined with illness frequently increased the work

of all. Prof. Norman Smith was called in the spring of 1942 and holds now the rank of a Lieutenant Colonel in the U. S. Army; then Prof. Raymond Sparks and Prof. Davidson entered the Navy Training program for physical directors and were commissioned in the naval service; Prof. Guy Meiss of the commercial department of the Dean School of Business entered the army and received a commission. Prof. Fred McGowan was called into service and received a commission. These five faculty members left between April, 1942, and April, 1943. Dr. Fleck in the latter report stressed some of the outstanding changes that were necessary to meet the war crisis: "Our faculty have adjusted their work, so far as is consistent with the standards and ideals for which the school was founded and for which it stands, to the pre-induction program. In the language department we are directing our several curricula so that emphasis may be placed upon vocabulary work which includes war and trade needs, the ability to speak and write the language studied, and the correlation of the foreign languages with English so far as possible. In the department of social science, we are emphasizing the use of maps, the development of the American political system, the study of Latin-American History, and the need of a good neighbor policy, and problems of peace such as wage and price controls, the values and detriments of certain social security problems. The study of political and economic geography is also emphasized. In the mathematics department we are giving courses in pre-induction mathematics, spherical trigonometry, elementary navigation and elements of calculus and analytical geometry. The science departments are changing their textbook and

laboratory approaches to suit the pre-induction needs wherever possible. An entirely new approach has been inaugurated in the bookkeeping department of the Dean School of Business by Professors Quay and Crispell. The new course includes all of the old values but acquaints the student with modern methods and procedures. In the department of physical education we have dispensed with all interscholastic competition for the spring and have substituted a modified commando type of training which is recommended by army experts . . . All kinds of obstacles and barriers have been erected on the athletic field . . . The required work is very carefully adjusted to the physical abilities of the boys participating. We shall also have a program of intramural games.

"In addition to our curricular attention to the need for pre-induction training, the Seminary is giving standard tests which familiarize the student with the placement tests which he takes for the induction to the armed forces. . . . On Friday, April 2nd, forty-five boys took the tests which are designated as V-12 and A-12 tests."

While these adjustments were being made to the war program, plans for the centennial were further matured. By June, 1942, it became evident that the approach to alumni and friends would have to be altered to fit the times. Dr. Race suggested that the alumni and interested supporters of the school be asked to purchase at least one defense bond and to make it payable to the Seminary. In the April report Dr. Fleck made a further proposal: "May I repeat what I have said in other reports, that if the school is to survive it must not only be kept solvent financially but it must make provision for present and

future material needs. In spite of the many demands made upon the agency which owns the school, I feel in this particular year Wyoming should ask for a definite contribution to this work from the Wyoming Conference. During the present administration the school has given to young people coming from Conference homes alone concessions in scholarship, working privileges, ministerial discounts, etc., totaling $104,000. On this 100th anniversary would it not be fitting that a goal of $100,000 be set for the Conference to contribute as its share of the new capital which will be necessary for the development and progress of this greater Wyoming of the second century? . . . As we approach the 100th anniversary our school is free of debt. We have a substantial Centennial Fund but there is a great need to supply. This fund is the result of gifts which have come to the school during the past five years.

"If Wyoming is to survive this dreadful period in which so many fine private schools have become extinct and in which there was never greater need for the type of liberal education which the church-sponsored, private, secondary school offers, means must be provided by philanthropic friends to meet whatever financial needs may arise in this emergency and to insure adequate physical property and equipment for the type of service demanded of a good school."

When conference came around, the plan was presented. Previously Dr. Fleck had presented the proposal to the district superintendents. Then accompanied by Dr. Clemens (of the Kingston Methodist Chuch), Dr. Fleck appeared before the Commission of World Service and

Finance . . . "where Dr. Clemens explained the plan approved by the Board of Trustees and the conference district superintendents, after which I was permitted to supplement what he said with a few remarks. This body also approved the plan. On Friday morning the matter was presented to the conference after which Dr. Crompton for the district superintendents presented a resolution which was seconded by Dr. Bell in an eloquent speech. The bishop called for a rising vote, when the motion was passed without debate, and, so far as one could observe, almost unanimously." The result was a Planning Committee which agreed on the quotas for the conference districts and upon accepting the $2 for $1 challenge; that is, the conference was to raise $100,000 and the alumni, friends, and trustees would raise $200,000. Dr. Fleck was selected as the general chairman of the campaign with Dr. Clemens and Taylor Lord as associate chairmen. With these preliminary plans the 99th year of the Seminary closed.

Both in the April and June Trustee meetings there were evidences of the admiration the board had for Dr. Fleck's unremitting labor in behalf of the school and his expert management which was guiding the school through one of the periods of adversity. In June the board asked Dr. Fleck to retire for a few minutes. In his absence they voted a gift to him . . . "for additional services rendered during the past year as a teacher and now in connection with the centennial." Dr. Fleck was called in and expressed his thanks ". . . in his gracious way." It is important to note that the trustees had previously tried to show appreciation by an increase in his salary to cover the cost

of his car in Seminary use and by one or two similar methods, but he had refused all such advances believing it was not fair to change in any way the amount of his income without likewise adjusting the salaries of the faculty and of the other employees of the school. Thus the Trustees had finally resorted to a gift as the only means of paying tribute to his devotion to duty and to the Christian principles for which he had always stood. But this gift was accepted in spirit only for the same reason that a salary increase was declined.

Honors and positions of responsibility have come to Dr. Fleck as the Community and the school world became aware of his executive abilities, his sound judgment and dependable counsel, and the high ideals that motivate his every action. In 1940 Syracuse University conferred upon him the degree of Doctor of Humane Letters. Ever active in the work of the Methodist Church in Kingston, Dr. Fleck is a member of the Official Board and president of the Board of Trustees. For many years he has been a teacher of the men's Bible Class which adopted the name, The Dr. Fleck Men's Bible Class, in honor of his part in making the class such a significant factor in the life of the Church. He is a past-president of the Wilkes-Barre Kiwanis Club, vice-president of the Board of Directors of the Nesbitt Memorial Hospital, vice-president of the Board of Directors of the Hoyt Library, and a director of the Luzerne County Industrial School at *Kis-Lyn*. His prominence in the secondary school field of education led to his election as Regent of District Five of the Cum Laude Society for three terms of 3 years, a position he administered so well that the prestige of Wyoming Semi-

nary was advanced among secondary schools. During the term of Governor James, Dr. Fleck was appointed as a member of the Governor's Advisory Council of the Bureau of Unemployment Compensation and was chosen as chairman of that body.

For recreation, Dr. Fleck enjoys driving his car to points of interest. He and Mrs. Fleck have visited every state of the Union except Nevada, and in all but three of the Canadian provinces. On two different summers they drove into Mexico. One summer, before the war, they traveled abroad visiting the Holy Land and returning through Europe and the British Isles. One of Dr. Fleck's natural interests is the campus of educational institutions. He and Mrs. Fleck have visited more than 200 college and university campuses. One of their most interesting experiences was a visit some years ago to Dr. Carver, the eminent Negro chemist. Although the war has made such travel impossible, they hope to resume such trips when peace comes and, in the meantime, they have stayed at Chautauqua, New York, which provides a stimulating vacation change.

3. A New "Senior Professor" and the Twentieth Preceptress

Dean James A. Adams

When Dr. Fleck was elected to the presidency of the school in 1936, Prof. James A. Adams was elected to the position of Dean. For 16 years he had taught mathematics. Dr. Sprague engaged Prof. Adams in 1920 to be

the head of the Department of Mathematics at Wyoming Seminary. This position he still holds along with the multitudinous duties of the dean's office. Prof. Adams is a native of the State of Maine where he was born before the turn of the century in the town of Orono. His father and mother were of Scots-Irish stock as Dean Adam's pronunciation of "seven" and "eleven" reveals. He grew up in a home where the New England virtues of hard work, thrift, a sense of duty, and careful observance of religious worship were inculcated. He attended the public schools of his native town where he prepared for college. He graduated from the University of Maine in 1915 with a B.A. degree, a major in mathematics and a minor in science. During the college years, Dean Adams earned practically all the money for his college expenses by tutoring fellow-students in mathematics. In the summer vacations he earned some additional funds for his expenses working in lumber yards and saw mills. Had it been possible, he would have liked to continue his studies in higher mathematics and science. After graduation he worked for a short time on the Michelson interferometer. It was really an elementary experiment in establishing the wave length of light. Upon leaving the university he secured the position of principal at the high school in Exeter, Maine. Following this early administrative and teaching experience, he was engaged to teach at Jonesport, Maine, in the high school. His next step up in his profession was the opportunity to serve as the head of the mathematics department in the high school at Norwood, Mass. It was at the time he was teaching in the latter school that the United States entered the first World War. Prof. Adams

determined to enlist and left Norwood about the 1st of November, 1917. He was placed in a medical unit, trained in Camp Greenleaf at Fort Ogelthorpe, Ga. and then shipped overseas. He rose to the rank of top sergeant and had much of the responsibility of clearing the wounded as they were brought into the Evacuation Hospital for emergency operations and then routed to more permanent hospitalization. His unit was Evacuation Hospital number 8. It served as an emergency operating room on the Western front during five major campaigns from Belleau Wood through the Armistice. After the Armistice was signed, his unit was sent with the occupation army into Germany to serve as a Post Hospital at Mayen in the Rhineland where he remained into the Spring of 1919. He was discharged from the Army and set out looking for a position. Finally in October, 1919 he secured a position as Submaster and head of the Department of Mathematics and Science in the high school at Biddeford, Maine. Before he entered upon his new duties that October, Prof. Adams took another most important step. Previous to his enlistment, he had met Miss Mildred Ordway who lived in Waterford, Maine. She was the daughter of Mr. and Mrs. Henry Ordway, both natives of Vermont, and Yankee to the core. She was doing stenographic work and also giving piano lessons. This romance developed during the War, and after the Army discharged Prof. Adams, they were married in October, 1919. They immediately went to housekeeping in Biddeford, Maine, owning one can opener and several cans of Campbell's soups. His war experience had been for him a graduate education. His rank had required him to be an excellent

disciplinarian and his work in the Evacuation Hospital had been largely administrative. He had been required to meet any type of crisis that war might produce, day or night, and have his unit ready so that doctors and nurses could operate and give medical aid, as rapidly as possible. The administrative and disciplinary training served him in good stead. Although the discipline problems of Biddeford were not easy, he was very successful both as submaster and as teacher. In the Spring of 1920 Prof. Adams sought a better position with better pay. It was at this time that Prof. Niles left. Dr. Sprague approached him through the Fiske Teachers' Agency, and Prof. James A. Adams was added to the faculty of Wyoming Seminary in one of the three or four most important departments in the School, the Mathematics Department. He came in June after school had closed to teach in the Summer School called the West Side Tutoring School conducted by Professors Trebilcox and Gillott. (He had already discovered that two cannot live as cheaply as one.) He taught in the Summer School and did tutoring in his spare time. Like most of the Seminary teachers of that generation he came only for a year or two and would have left that first summer had he followed his own inclination. However he, too, fell under the spell of Dr. Sprague who quickly recognized the superior teaching ability and the fine character qualities of his new teacher of mathematics. In another year Dean and Mrs. Adams will have served Wyoming Seminary twenty-five years. Dr. Sprague had succeeded in finding a man who could carry on the high standards set in the Mathematics Department by Prof. Rufus B. Howland. Likewise he was to reveal qualities

of judgment, tact, and patience which fitted him to take up the responsibilities of the "senior professor." Prof. Adams received a degree of M.A. from Columbia University in 1933 after completing in summer sessions the required work. From 1927 to 1939 he served on the College Entrance Examination Board as a member of the Board of Readers in Advanced Mathematics.

When Dr. Fleck entered upon the duties of the president, Prof. and Mrs. Adams had been living in town, but in 1936 they moved into the rooms on the first floor of Swetland where both principals and "senior professors" had lived. The dean is expected to be in charge of the Seminary dining room and sets the standards of routine conduct in the dining room. He and his wife serve as the host and hostess to guests of the Seminary who eat in the dining room. The dean must handle most of the disciplinary problems of the school; he must keep the daily routine of the school functioning even though faculty members forget to check on absences or other minutiae; he must watch over the grades as well as the conduct of the students so that he can report to parents. The dean's office is really the nerve center of the school, a sort of a three way contact office. There students, teachers, and parents with questions, complaints, and grievances converge. There the student records are kept. Besides these many activities the deans have always taught classes, sometimes a regular schedule. The high standards of performance in all these many roles set by Prof. Howland and by Dr. Fleck have been ably and conscientiously maintained by Dean Adams. In the year that Prof. Adams first served as dean, the "Wyoming" staff of the 1937

annual gave this estimate of him: "Dean Adams is a person eminently suited to his position of second-in-command. For 17 years he has served our school as the head of the Mathematics Department, and during this time he has enjoyed limitless popularity and the deep respect of his students. A student is considered extremely fortunate when he is assigned to one of Dean Adams' classes. This is true for many reasons: he is an excellent teacher; he understands his subject and is able to project this comprehension to his students; but the main reasons why his classes are so popular is due to the fact that his sympathy and patience are unfailing. He gives of these generously to all who seek his advice, a very excellent quality in a dean."

Along with these evidences of the confidence of the Trustees, faculty, and students have come evidences of the community's recognition of his contribution not only to the school but to the Valley. He was elected a member of the Wilkes-Barre Rotary Service Club and was president of that organization. He is the vice-president of the Wilkes-Barre Dinner Club, an organization which sponsors outstanding speakers in fields of current interest. Like his predecessors he is active in the affairs of the Methodist Church in Kingston and a member of the official board. He was a charter member of the Torch Club which is a discussion group made up of men in the professions. Although reluctant to attempt much speaking in public previous to his acceptance of the position of dean, the duties of that office have led him to develop an interesting and able manner in addressing groups, large or small. Dean Adams like Dr. Fleck enjoys travel. He and Mrs.

Adams went to Europe in the summers of 1926 and 1932. Previous to the War they traveled to the West Coast and Alaska one summer and made many shorter trips in various sections of the United States. Dean Adams has a number of other hobbies including stamp and coin collecting and reading; for outdoor recreation he prefers a game of golf or fishing. The Annual for the Centennial year had this to say for Dean Adams: "This tall man makes an impressive appearance on the Campus and he is respected by all as a friend as well as an able administrator. . . . Although he is capable of teaching almost anything, at Wyoming Seminary he devotes most of his time to mathematics and administrative duties. Another one of his jobs, which the Dean claims is the only thing he dislikes, is handing out bells and demerits. Fishing, playing golf, juicy steak, and traveling he lists as his favorites, but we are glad to hear that, in particular, he likes young people.

Miss Erma E. Foster

Miss Erma Foster came to Wyoming Seminary in September, 1926, to enter upon the exacting duties of preceptress. She has served in this position with great success and distinction longer than any previous preceptress in the century since Miss Ruth Ingalls first accepted the invitation of the Board of Trustees in 1844. It is of interest also, that Miss Foster is a mathematics teacher. She is a native of the beautiful "Finger Lakes" region of New York State. She was born in Dundee, N. Y., a small town not far from the shores of Seneca

Lake. She was fortunate in her background, brought up in a home where the real values of American life found expression, where religion played a dominant role, where the cultural goals were emphasized. She attended the public schools of Dundee where she prepared for college. Miss Foster graduated from Oberlin College in 1916 with the degree of B.A. and mathematics as her major. She did graduate work in summer sessions first at Oberlin and later at Syracuse University. She has an absorbing interest in Mathematics and has taken advanced work in that field. Before the war when gasoline was plentiful, she attended the summer sessions of Cornell University commuting to classes from her home at Dundee. Her first teaching position after graduating from Oberlin was in the Dundee High School where she taught Mathematics. Then she accepted a position teaching mathematics in the Watertown High School in Watertown, N. Y. In 1920 she became the head of the Mathematics department at Cazenovia Seminary. Likewise she served in a position which was similar to that of preceptress; she was House Mother of the Senior girls' Dormitory. When Miss Clark decided to retire in 1926, Dr. Sprague invited Miss Foster to be the preceptress. She has begun her 18th year at Wyoming Seminary in that position and continues to teach courses in mathematics.

The preceptress is the emergency physician, counselor, comforter, information bureau, hostess, disciplinarian etc. of Swetland Hall. Her rooms on the second floor front are the nerve center of the girls' dormitory. Any time, day or night, she may be called. Hers is the responsibility for the welfare of the boarding girls. When Swetland is well-

populated, as it has been in recent years, the preceptress has little time for outside activities. Miss Foster manages Swetland Hall with gracious poise and ease that belie the weight of responsibility, and with an unfailing patience and good humor amid the petty irritations and harassing details which routine assumes at times. She is stern with those who seek to break down the high standards of conduct she sets and maintains; she is likewise sympathetic with and helpful to those who become discouraged or who seek her aid. A graduate of 1931 wrote, "Living in the Dorm we became well acquainted with some of the ladies whom we didn't have in class: Miss Roy, Miss Cochran and others. Of course our best friend was Miss Foster. She was the one to whom we took our problems and who always helped us no matter what the problem was. I've had occasion to talk with Miss Foster several times after leaving school and each time she has been the same understanding friend."

With the assistance of the women teachers who board in Swetland, Miss Foster provides chaperonage for the girls in their limited travels abroad such as the "movies" in Kingston, shopping in Wilkes-Barre, the roller skating rink of a Saturday night, provides entertainment or activities when there are no school games, parties, or other program. When possible, programs have been provided between dinner and study hall such as short talks on matters of current interest, occasional parties such as the Swetland Christmas Party the night before the girls leave for vacation. Then there is the weekly tea and, not least, coffee served in Swetland Parlors after dinner each Thurs-

day called "Gas House." All these fall within Miss Foster's domain.

The Centennial "Wyoming" stated the following: "Miss Foster is the well-liked and motherly preceptress of the Girls' Boarding Department. If a girl needs advice, whether she is a day student or boarder, she goes to Miss Foster for counsel and always finds her congenial and open to suggestions. . . . She professes she enjoys all classical music, delves into the study of birds, is an amateur at collecting stamps and coins, and likes books, especially biographies, poetry, and historical novels. But we are glad to hear that, best of all, Miss Foster prefers being at the Seminary, and we all heartily agree that this school could not possibly get along without her."

4. Prof. Dean—Director of the Dean School of Business

Professor Willis L. Dean by faithful devotion to duty and by inspiring counsel and patient instruction built up the prestige of the Commercial College and widened the circle of those who testified to the essential soundness and usefulness of his teaching. In 56 years of service in the classroom Professor Dean had missed only one and a half days because of illness. Thus it was very appropriate that toward the end of May, 1931, a plan to honor Prof. Dean was mailed to the Seminary. The plan was to change the name of the Commercial Department. From 1863 until 1887 the name had been "Wyoming Seminary and Commercial College." This name, however, did not conform to the legal title of the Seminary as found in the charter.

The corporate name, "Wyoming Seminary," was restored to the Catalogue and in other advertising material and the name, "Wyoming College of Business," was given to the Commercial College. In the 1931 proposal the name was to be changed to "Dean School of Business." The reason given was as follows: . . . "Prof. Willis L. Dean, M.A., has been a teacher in that department fifty-six years and is now finishing the forty-ninth year of the principalship of the College. His service in this important branch of the educational work of Wyoming has been remarkable and superior, and is probably without a parallel in length of time in educational life. He has kept the College of Business on the highest plane of efficiency. Business men have the fullest confidence in his training of young people for clerical work and in his judgment of the fitness of graduates of the department for positions of trust." As a result of this proposal at the June meeting of the Trustees in 1931, the first item of business after Dr. Sprague read his report and the diplomas were voted, was a motion made by Dr. Sprague and seconded by Mr. Schooley that the name "Wyoming College of Business" be changed to "Dean School of Business." Then Mr. Washburn moved and Dr. Northrup seconded the motion that Prof. Dean be notified of this action in a suitable resolution prepared by five members of the Board who had been students under Prof. Dean. The five members chosen were: Charles W. Laycock, Edward M. Rosser, Harry B. Schooley, Isaac S. Van Scoy, and Harry W. Ruggles. The resolutions were adopted on June 8, 1931. They expressed the consensus of the committee and of the community in regard to Professor Dean. They stated in part: . . . "His expert

knowledge and artistic supremacy in his particular field of endeavor have given him a premier place among members of his profession and have brought influence and patronage to the institution which he is serving . . . His clear thinking, unbiased judgment, and wise counsel have been of inestimable value to the president and faculty of Wyoming Seminary in time of crises . . . His personal charm, his simple dignity and poise, his refined tastes, his friendly interest in his fellowman, his many contacts with society, and his profound understanding of human nature have drawn people to him. . . . His high sense of honor, his consideration for and tolerance of people whose religious creeds differ from his own, his patient courage in times of difficulty, his deep respect for service well done, and his abiding faith in God and His wisdom and goodness have been a source of inspiration to those who knew him."

In the personal relationships of his mature life, he suffered two severe blows, near the close of his years of service. First, Mrs. Dean died, his copartner through half a century. Then Dr. Sprague died in 1936, breaking a tie that went back to his teens. Mrs. George Willard Carey, his daughter, was solicitous of her father's health and comfort during this period. Likewise Professor Dean had the stimulating experience of following closely the careers of his two grandsons, Willis Dean Carey and George Carey, Jr. He was an avid reader and found much to provoke thought and to recall early incidents of his life in discussing what he had read. For poetry, he had little interest, although he regarded Kipling's "If" as a great piece of literature. Music had little appeal for him.

His friends, his former students, his school work were his treasured possessions. The last decade of his life saw many tributes paid to Professor Dean. He especially enjoyed the alumni dinners at which he was the guest of honor. In 1937 at the annual meeting of the Philadelphia Chapter of the Wyoming Seminary Alumni Association, Prof. Dean was so honored. Then in 1938 the alumni gave a testimonial dinner to him at the Hotel Sterling which was attended by nearly 400 Seminary graduates. It was a brilliant occasion and a sincere tribute to him. Although as the close of the 1930's came, he found it more difficult to be active, yet his beautiful penmanship remained unmarred by the customary wavering lines that often characterize old age. He continued to write the diplomas. The last graduating class whose diplomas were so perfectly written was the class of 1941. On September 6, 1941 Prof. Dean was taken ill and confined to his bed. He was never again able to assume the normal routine of his life. He did become able gradually to sit up in a chair some of each day and to visit with all who came to call. The "Opinator" for September 19, 1941, reported, "Prof. Dean who has just completed 66 yrs. of service at Wyoming Seminary is seriously ill. . . . His absence from his duties because of his critical illness is a great loss which both faculty and students recognize." Everyone who knew of his semi-invalidism called to talk with him and if they could not call, they wrote him. Dr. Fleck was a very faithful and regular visitor keeping him in close contact with the Seminary. Dr. Fleck and Professor Dean were intimate friends and had been ever since Dr. Fleck came to the Seminary as a teacher. Their birthdays were on the same

date and this coincidence was the beginning of the friendship. In the last few months of his life, the writer recalls hearing Prof. Dean say "I have been lucky with the headmasters of the Seminary. They took a liking to me. I have been lucky." Dr. Copeland had allowed the young boy special privileges. Then followed the lifelong relationship with Dr. Sprague of whom he spoke very frequently during his illness. Indeed Dr. Sprague was very close to him. On one occasion Professor Dean said, "He came to me. I saw Dr. Sprague standing in that doorway." Dr. Fleck showed him every courtesy and kindness. The gradual realization he would not teach again was a great blow to Professor Dean but he accepted it. Upon Dr. Fleck's suggestion, the Trustees made him Director-Emeritus of the Dean School of Business.

Prof. Willis L. Dean died on December 21, 1942, less than two months before his 86th birthday. He had lived a long and most useful life; there had been many pleasant experiences and rich enduring friendships. He had had a very successful life in many respects. He had closed his career honored and respected by his fellowmen. The funeral was held at Professor Dean's home on the afternoon of December 24. Dr. Clemens, the pastor of the Kingston Methodist Church, had charge of the service assisted by Dr. George M. Bell and by Dr. Wilbur H. Fleck, both of whom spoke eloquently and sincerely of the friend who had been. On January 15, 1945, a memorial service was held in Chapel at 11:45 A.M. with Dean Adams presiding. Dr. George M. Bell had charge of the devotions and Dr. Fleck spoke in part as follows:

"Prof. Dean was the dependable, professional colleague

and constant personal friend of my revered predecessor, the late Dr. L. L. Sprague. The relationship which existed between them was unique and beautiful. Each held the other in absolute trust and esteem, and there was no circumstance, regardless of its nature, in which each was not assured of the wise counsel and full confidence of the other. As my work in the school assumed more administrative responsibility I was permitted to dwell more and more within the sacred precincts of this inner circle where I was privileged to observe qualities of manhood at their noblest and best. This was no dictated friendship but a mutual affair where it was understood that divergent views would be expressed and opposing positions would be taken on matters social, political, and religious, but regardless of how far apart judgment and conscience might lead these friends in their thinking, they were always one in the mutual esteem and regard which they held for one another, for while judgment and knowledge may have been called in question, never once was there any question of the purity and genuineness of the motives involved . . .

"He was simple and modest in his taste. He scorned pretense and sham in whatever field. The flashy, the superficial, the thin veneer which so often appears in our hurried, modern way of living had no place with him. He was a rare judge of character and had an almost uncanny ability to determine the fitness of the individual for particular positions. He always insisted that it was an unkindness to a student and unfair to an employer to place one of his graduates in a position for which he was not qualified. As a consequence, many employers asked

of prospective employees no other evidence of fitness than that they should have the recommendation of Prof. Willis L. Dean, and scores of people today in prominent and influential positions throughout this land were started on the road to success because of the expression of approval of this great teacher and fine, honorable gentleman when they first sought work. His work will continue because the ideals which were his must permeate the atmosphere of the school to whose work and influence he contributed so greatly."

As the years passed, Prof. Willis L. Dean had grown in stature as a teacher and as a business man and counselor. His judgment was respected and his advice was sought. An ever widening circle of successful business men paid tribute to his training and his interest in their progress. Dr. Fleck had paid tribute to Prof. Dean as a teacher in these words: "Prof. Willis L. Dean was a rare teacher so deserving to be ranked among those few immortals of the Mark Hopkins type. He made an academic atmosphere by his very presence and enriched that atmosphere by the wealth of his own experience, by the clarity of his thinking, and by his unselfish, disinterested concern for the well-being of his students. Factual knowledge, methods of procedure, types of equipment, studied aims were recognized by Prof. Dean but were secondary in his thinking to the eternal verities of life and character without which an education is a menace to society. His was the training that gave assurance of helpful, cooperative, honorable Christian living when his precepts were strictly followed. He was undeviatingly loyal to his friends and bound friends to him by the genuineness of his own character."

A man, very successful in banking, recounted to the writer his first experience with Professor Dean. Among the tasks set for the new student was that of writing a careful and legible hand. This young fellow wrote a very poor hand and, as is often the case, was convinced that he could not write a good hand. Professor Dean asked him to write his own name and to write Willis L. Dean. The result was almost illegible. So then he said to the boy, "Now, write my name and think of me as you write it. Think whose name it is." Concentrating his thought on the man whose name he was writing led him to write the words more slowly and carefully. "Now write your own name and think as you write whose name it is." The result was the boy forgot his indifference to penmanship and became interested in the wholly new approach to writing. Each name of those he knew had meaning for him, if he thought of the personality of the person as he wrote. A scrawling and illegible transcript was no longer possible. It seemed an injustice to the person. The banker's comment was: "Professor Dean was a great teacher. He understood me. He used the right psychology." By his own example, Prof. Dean sought to inculcate right habits. Absolute punctuality was a rule he never broke. He was always on time. Attention to detail and the careful completion of a task which might not seem to the doer worth the time but which his employer might regard as very essential were so emphasized that the student could not forget them. Before graduation each student was required to memorize the school slogan, "Character is the foundation of all true success. To develop character one must have three fundamental practices: Tell the truth; pay

your debts; and treat people as you would like to be treated." *The Wilkes-Barre Record* editorial added this significant comment to the slogan, "A business career from his point of view was more than a manner of doing things with efficiency; it was a way of life in which sound character no less than in the professions should be the prime requisite." There were other slogans which he constantly preached such as: "Do what you are supposed to do when you are supposed to do it and where you are supposed to do it"; and "Character is what you are thinking of all day long."

Many years ago before automobiles were in use, Prof. Dean purchased a very stylish carriage and a pair of horses of which he was very proud and which represented a considerable investment. Just previous to the investment he had made a verbal guarantee to a farmer that a former student in whom Prof. Dean had faith was a dependable risk for a loan and that he, Prof. Dean, would pay the money back in case the youth defaulted. The latter borrowed the money to continue his education. When the time came for the loan to be repaid, the boy failed completely to meet his obligation. Although no legal contract existed, just a spoken pledge, Prof. Dean immediately sold the carriage and the pair of horses and paid the debt. Another incident concerning Prof. Dean's honest efforts to observe those slogans he taught his students centered in this one, "He is blessed who does his best and leaves the rest; don't worry." He was invited to a birthday party which was a very festive occasion with good food and abundant wit. Prof. Dean was at his best as a story teller and appeared to have no care in the world. Quite a while

afterwards he admitted to a close friend who had likewise been present at the affair that the very morning of the party he received the news he had lost $100,000 in a bad investment. This confidence in right living and firm faith in the essential goodness of life, he kept during his illness and until the end. In the last year of his life he said to a friend, "I know I'll never teach again, but it doesn't matter. I'll be ready. My bag is packed."

His life was part of the living pattern that is Wyoming Seminary. He lived and moved and had his being in Wyoming Seminary and in his close association with Dr. Sprague. When asked by a fellow-faculty member near the close of his teaching years what he planned to do during the summer, Prof. Dean answered, "Sit on my porch and wait for school to open in September." He won friends to him easily and he kept them. During his illness he remarked, "I am very fortunate, so many friends and former students visit me frequently and I am not lonely." The associate-editor of the "Opinator" wrote, in "A Tribute to the Man," "The first impression of Professor Dean was usually lasting. He impressed everyone as being kind and understanding and, above all, genuinely human. His fine sense of humor and his open frankness immediately established a bond of intimacy with everyone he met, and to be his friend was to know that one possessed a kind and understanding counselor whenever one was needed . . . As he was open and frank, so he admired the quality in others and scorned pretense in anyone or anything. Because of this he never liked to be complimented to his face. He enjoyed flattery only when he read it or heard it indirectly. No one ever possessed a firmer or more even

disposition than Professor Dean. Mrs. Jones, his housekeeper, said that she never received a cross word from him all the time she was there. During his illness he was always kind and even in this respect."

In 1940 the issue of the "Opinator" for Feb. 9, in order to honor Prof. Dean on his eighty-third birthday, included this poem, written by Miss Marion Bonstein of the class of 1941.

"TO PROFESSOR DEAN"

"Yours is the song, O traveler, as you pause
And gaze from your high eminence of years
Back over all your life; yours is the song.
If all those boys and girls could speak from days
Beyond our memory, who knew you then,
They would give just such praises as do we.
Call yours those worn words, reverence and love;
They gain fresh beauty, and we understand.
Say you are kind and kindness gains a glow
As if a beam of light through stained glass shone,
Tinted by deeds, and lovelier thereby.
By your long life spent willingly for her,
The Seminary rises as a tower,
Grows higher stone by stone. And more than stone,
Which crumbles, is your life. Time cannot mar
A memory. A noble life, once lived,
Is planted in the hearts of those who knew
The man. So you are planted in our hearts.
And live in our lives, and with ours, beyond
Your span of years or ours, a benign force
Deep rooted in humanity. But take
This song with you, as now you turn to tread
The last few sweet miles, as human pledge,
Foreshadowing that last and greatest word,
'Well done, thou good and faithful one, well done.' "

5. Prof. Ernest E. Quay—4th Principal of Commercial

In September, 1941, when school opened and when, for the first time in 66 years, Professor Dean was unable to continue his work, Professor Quay was appointed Acting-Director of the Dean School of Business. Following the death of Professor Dean in December, 1942, Professor Quay became the director of the Commercial school. Thus, he is the fourth head of the business courses, joining that distinguished group of which Winfield S. Smyth was the first. Originally Professor Quay had determined on a business career. In 1941 he entered upon business education preparing others for the type of career he had contemplated. The road by which he had come to the Seminary and to the directorship of the Dean School of Business was roundabout.

Ernest E. Quay was born in Pottstown on May 15, 1885, the son of William Davis Quay and Mary O'Neil Quay. He was one of six children, having two brothers and three sisters. His early education was in the public schools of Pottstown. When he reached the age of thirteen, his family moved to Phoenixville, Pa. where the young boy completed his year of school and then decided to go to work. Between thirteen and nineteen he had three quite different jobs. At first he worked in a knitting mill. Then he went to work for his father, who was a foreman in the blacksmith shop of the Phoenix Iron Co. This job was a real muscle builder and excellent preparation for his football career. He worked a ten-hour day in the blacksmith shop swinging a ten to twenty pound

sledge. Then in the third job he was employed in a wood-working shop. During this last period, he began playing football on the side, a diversion which rapidly became a major interest and also a means of securing an education. During the last two years at the wood-working plant, he attended night school. One of the men with whom he worked urged him to go to college and fit himself for a much better position. Prof. Quay finally decided to make the break back into school work. He entered Ursinus Academy which was a preparatory department on the campus of Ursinus College in Collegeville, Pa. At that time it was possible for him to attend the Academy and play on the College athletic teams. For six years he played on the Ursinus teams, two years in the preparatory school and four in the college. With the classes in night school and the two years in Ursinus Academy, Prof. Quay was able to begin his college course for a B.A. degree with only one condition and that was in Latin. Although he selected the classical course including the usual Latin and Greek, he planned to enter business. His change of plans which led him into a career of coaching and teaching was in no small way the result of the excellent record he made in college not only in the classroom but in all the extra-curricular activities he entered. He sang in the college Glee Club and in the college Quartet; he was the editor of the College paper in his senior year; and he took part in the Intercollegiate Oratorical Contest. One summer Prof. Quay joined a state Y. M. C. A. team to conduct services in the lumber camps. He worked in the woods with the lumbermen and then aided in leading short religious services. One summer he traveled West and

worked in the Kansas wheat fields following the harvest. He likewise won fame as a leading college football player. The last two years at Ursinus he played center and made and enviable record.

When the Spring of 1911 came, Prof. Ernest Quay has his post-college work lined up. He had made arrangements to go to work for the Page Boiler Co. in their offices on Arch Street, Philadelphia. But other events were already in motion which would change the entire orientation of his career. These events began with Prof. John H. Coxe, who had come to Wyoming Seminary in 1908 to teach in the English Department and to coach the athletic teams. In this same spring of 1911 Prof. Coxe had already been reelected for the coming academic year and had accepted when a business opportunity in New York City led him to change his mind. He resigned his Seminary teaching and coaching position. This occurred after the middle of May. Dr. Sprague then wrote to Dr. Arthur Howland, the brother of Prof. Rufus B. Howland. Twice a week, on Tuesday and Thursday, Dr. Arthur Howland, who taught history at the University of Pennsylvania, came up to Collegeville to give a course in English Economic History at Ursinus. Dr. Howland was a Wyoming Seminary graduate in the class of 1888 and had a keen interest in the Seminary. Prof. Quay was taking the course in English Economic History which was included in the Business Administration Group to which he had transferred in preparation for his business career. Dr. Sprague's letter asked Dr. Arthur Howland to recommend a Pennsylvania University man for the vacancy. However Dr. Howland evidently thought that the senior

in his class at Ursinus, Ernest E. Quay, had the record and qualifications necessary to meet the standards at the Seminary. When Dr. Howland first approached Prof. Quay in regard to teaching and coaching at Wyoming Seminary, the latter explained he already had a job and that he had no intention of teaching. However Dr. Arthur Howland suggested he think over the opportunity and give his answer the following Tuesday. As Prof. Quay thought the matter over, the Seminary position opened an opportunity to continue his interest in athletics through the coaching of "prep" school teams. Ursinus had had an outstanding football team that year and had defeated the University of Pennsylvania team. Since Prof. Quay was captain of the Ursinus football team, no small measure of the credit was due to him. That fact combined with his editorship of the college paper, his summer work with the state Y. M. C. A. office, his excellent grades—all these activities appealed both to Dr. Howland and to Dr. Sprague. So, after Prof. Quay on the following Tuesday announced he would try the Seminary position, Dr. Sprague invited him to Kingston for an interview. Shortly afterwards Prof. Quay accepted the position, intending to stay for a year or two before he entered an active business career.

Since none of his college work had prepared him to teach school, Prof. Quay took a summer course at Teacher's College, Columbia University. After one or two years at Wyoming Seminary he had no desire to leave and enter business. Instead he determined to make his home at the Seminary, for he married the girl he had been courting in Phoenixville and brought her back to

Kingston to share the pleasant experiences of Seminary life. Miss Blanche Miller Kline had first met Ernest E. Quay in the church choir. They were members of the same church and were interested in all the church activities. A romance began and as soon as Prof. Quay had a good position and an assured income, they were married and established their home in Wyoming Seminary. Dr. Sprague, impressed by his new teacher's ability both as a coach and a teacher, had soon bound him to the Seminary with ties of loyalty and friendship.

From the beginning Prof. Quay showed exceptional talent for coaching teams in football, basketball, and baseball. The year he began was not an easy one. As the "Opinator" put the situation: "The team was the lightest that has represented Wyoming for many years and in addition was composed of many green and inexperienced men, a handicap which asserted itself in several games at the most inopportune and critical moments. Coach Quay was a new man at Wyoming and many were of the opinion that it would be next to impossible to form a winning combination from the material which presented itself for the first workout. Captain Pauxtis and Teske were the only regulars remaining from last year's eleven, a team that had been only partially successful. Besides the substitutes and scrubs from last year, Haston, Croop, and Brominski were the only new men of Varsity caliber that were available, and not one of them had football experience. This was the situation that confronted the Coach when he took charge in September." The "Opinator" commentator believed the team was "erratic," sometimes playing "with a dash and fire that was irresistible," but

sometimes playing as though they had lost all knowledge of the game. However, the season's results showed success of no mean order: "Wyoming played 9 games, of which four have been victories, three defeats, and two have resulted in tie scores. All told, Wyoming has scored 127 points as against 65 points for all opponents. Three times we have been held scoreless while five different teams have found it impossible to carry the ball over our line."

In addition Prof. Quay was a marked success in teaching the freshman and sophomore English. His emphasis on a grasp of the fundamentals of English grammar and composition gave the students an ability to use the tools of their native language, and his manner of dealing with the classics required in the early years inculcated an understanding of moral values and enjoyment in great literature. For his own part, the 16 years that he spent coaching the teams and teaching the English courses, Prof. Quay regards as rewarding. He says, "My work in the English Department gave me the chance to interpret the great classics of English literature in terms of moral and spiritual values. Likewise the experience gained in coaching the athletic teams gave me an insight into human nature that could not have been acquired in any other way. The friendships formed in the English classroom and on the athletic field are the enduring attachments." In regard to these 16 years an "Opinator" write-up in 1930 of Prof. Quay stated, "Many all-American players owe their knowledge of the game and its fundamentals to Professor Quay's admirable coaching. During this time he had one of the busiest schedules of any teacher in the school, for

not only was every period of his day filled, but the athletic field occupied his attention after hours. In addition, Prof. Quay himself made plans for the Nesbitt Athletic Field improvements."

One of the richest parts of his experience in those early years was the close association with Dr. Sprague. In his own words Prof. Quay interpreted this experience as follows: "After two years at Wyoming Seminary, I did not want to leave. Fortunately for me, Dr. Sprague wanted me to stay. . . . Dr. Sprague was intensely interested in the athletic activities of the school. He never missed a contest at home, regardless of any unfavorable weather conditions for a football game. He usually stopped at my apartment for a visit after a game to talk over the outstanding incidents that had occurred during the contest. His keen insight enabled him to make suggestions for improvements that would be beneficial, and many times in this way he contributed to the success of the teams. His interest was an inspiration to the boys who played. If he was unable to accompay the teams when they played away from home, he usually was at the railroad station to greet them on their return and get firsthand information on what had transpired. . . .

"I shall always cherish the association for which his interest in the athletic life of the school was responsible. I regard Dr. Sprague as the wisest, strongest, kindest, most deeply understanding human being I ever have known. His friendship and encouragement during those early years of my life at Wyoming will continue to be a benediction to me to the end of my life."

Then in 1927 Willis L. Dean, principal of the Business

Department, invited Prof. Quay to teach in that department so that he could take up the work of the department when Prof. Dean retired. For fifteen years Prof. Quay assisted Prof. Dean in the commercial work. Prof. Dean's retirement in 1941 led to Prof. Quay being appointed the fourth principal of the Business Department, or the director of the Dean School of Business.

"In September, 1942, an entirely new course was introduced into the School of Business. It features modern methods in accounting, while retaining the basic principles of the actual business practice that have always been an outstanding feature of the business training offered by the School of Business. During the two years it has been in operation it has proved its worth and justified the change."

Although he has been in the School of Business since 1927, Prof. Quay has kept his finger on the athletic life of the school, which was his first love, through the office of director of athletics for Wyoming Seminary. Also it is a matter of interest that Prof. Quay has found in Wyoming Seminary his association with the business activity which he originally planned when he proposed to enter the employ of the Page Boiler Company upon graduation from college.

6. The Toll Has Been Heavy

Some conception of the added strain of these recent years, first of panic and disastrous depression, then of social and economic adjustment, climaxed by a second world war within a generation, may be gained from the

fact that from the time Dr. Sprague was forced to go to bed in his last illness in 1936 until September, 1944, 15 members of the Board of Trustees have died. At no time in the century of the Seminary's history had there been such a loss of faithful and diligent supporters in so short a span of time. Dr. Fleck's administration which is but eight years old saw fourteen of his Trustees pass on. This was an additional strain upon the strength of Dr. Fleck who felt the personal loss.

Within the month before Dr. Sprague died, his life-long friend and counselor, A. D. Shonk had passed on. Then about a year after Dr. Fleck assumed his duties, the president of the Board, Colonel Darte died. The careers and services of both men have been described in a previous chapter of this book. Within that first year, Harold J. Mahon, a graduate of the Commercial Department and a member of the Board of Trustees, died quite suddenly on March 1, 1937. He graduated from the business course in 1892 and went into the banking business, rising to the position of president in the First National Bank of Pittston. In 1934 Mr. Mahon was elected to the Board. "He was a generous donor to the Institution and sent many students to its halls. He accepted his duties as trustee in a very serious and helpful manner. He was regular in his attendance at the Board meetings and was most helpful to the administration and the school with his optimistic, encouraging outlook and his wise advice made valuable by a background of rich business and professional experience. Mr. Mahon's tastes were artistic; he was a great lover of poetry and had committed to memory an amazing number of the best poems in our literature. He also appre-

ciated fine music. He had very fine ethical standards in his business relations and enjoyed the complete confidence and respect of his colleagues. The loss of so rich and so full a life and so charming a personality is difficult to estimate, but the influence of his life will continue."

Hardly more than three months had passed when another member of the Board died quite suddenly and unexpectedly. On June 11, 1937, Dr. Leon K. Willman passed on. Born in Pottstown, Dr. Willman attended the public schools and completed his preparation for college at the Hill School. Then he attended Wesleyan University graduating in 1897 with a B.A. and a Phi Beta Kappa Key. After a year at Drew Theological Seminary he entered upon his ministry at Waterbury, Vermont. For three years he taught Biblical history at the Hill School but then he returned to the Ministry until the first World War. Dr. Willman served as an associate field director of the American Red Cross in charge of the Embarkation Hospital at Newport News until 1919 when he again reentered his chosen profession. It was the following year that Dr. Willman came to the First Methodist Church of Wilkes-Barre, which position made him a member of the Board of Trustees. From 1920 to 1937 he was most generous with his time, talents, and energy, and never failed to respond when any service was asked of him. This was particularly true at the time when the campaign was made to raise funds for the erection of the Sprague Memorial building. "Dr. Willman brought to Wyoming Seminary a contribution which was peculiar to his unique and distinguished personality. He was always interested in the ethical and cultural standards of the school. He

was optimistic in his faith in the school's place in the educational world and of its possibilities for constructive service in deepening the culture of the students who were privileged to live in this environment. He always emphasized the need of stirring the soul to a greater appreciation of high ideals and noble purposes. He was a scholar by taste and temperament. Within the past year a member of our faculty said of him, 'He was always in the van in his thinking.' He had a penetrating mind which enabled him to comprehend and standardize human values. He was fearless in his pursuit of what he deemed right. He always insisted upon an intellectual and spiritual integrity and followed with rare fidelity the torch of truth. He was sympathetic and altruistic in all his human relationships. He was delightfully genial, kindly, and cooperative in his social contacts. In his religious life he was somewhat of a mystic, deeply conscious of the presence and power of the unseen. Wyoming Seminary will place his name among those of her great former servants whose memories will always be a source of inspiration and reverence." The writer recalls his helpfulness, his cheering praise, the depth of his idealism, and his desire to make Christianity a living faith, a neighborhood reality. He literally gave his coat to the man who was cold and coatless. Because he served so well, he made the Christian ministry a finer profession.

During 1938 two more of the Trustees died "in harness," active up to their final illness: John F. Reynolds and Judge William S. McLean. John F. Reynolds was a student teacher in the College of Business from 1884 to 1887, a graduate in the class of 1887 and then a Trustee for 28 years, from 1910 until the time of his death in

1938. A native of Beaver Creek, Carbon County, Pennsylvania, Mr. Reynolds spent his first 5 years in the coal regions of Schuylkill and Carbon Counties where his father had charge of opening some of the big collieries in that area. Then his family moved to Gibson, Susquehanna County. He received his early education in the local schools and had just finished one year at the New Milford Academy when the death of his parents left him on his own. Determined to complete his education, he taught in a district school and clerked in a store at South Gibson. With the money he earned, Mr. Reynolds entered Wyoming Seminary. "While here he was a hard worker and thorough in all that he attempted. He graduated with honors, and decided to study law. After pursuing a course of study in the law office of McCollum, Searle, and Smith at Montrose, Pennsylvania, he was admitted to the bar in Susquehanna County. In the year 1889, Mr. Reynolds decided to open an office in Carbondale—where he lived until his death. He served in the state legislature under the Republican Party banner near the close of the century. He was one of the organizers of the Dime Bank of Carbondale and served as a director of the Scranton Lackawanna Trust Co. For a time he was the president of the Board of Directors of the Fairview State Hospital for the Criminal Insane. "He married Miss Bessie L. Tyler, of Otego, N. Y., as a result of acquaintance at Wyoming Seminary while they were students . . . Mr. Reynolds contributed largely in money and in influence to the work of the Seminary."

The McLean family of Wilkes-Barre has given two members to serve on the Board of Trustees. In 1927

George R. McLean was elected to be a member by the Wyoming Conference. He was a loyal and faithful member up to his death in 1933. Then the Trustees nominated his brother, William S. McLean, who was a Judge on the Luzerne County bench. Judge McLean served until his death in 1938. The McLean family is one of the distinguished families of the Valley who have contributed much to its development. Alexander McLean, the grandfather of the brothers was . . . "a man of originality, imagination and courage . . .", qualities which marked his son, William S. McLean, and the grandsons, George R. and William S., Jr. Alexander McLean was one of the founders and directors of the First National Bank of Wilkes-Barre. William S. McLean was the fifth president of the bank. George R. McLean followed the legal profession, as his father had, building up a good practice as a corporation lawyer. He attended the public schools in Wilkes-Barre and completed his college preparation at the Wilkes-Barre Academy and at the Cheltenham Military Academy. He graduated from Lafayette College in 1895 with a B.A. degree. Then he returned to his father's law office where he read law. He was soon admitted to the Luzerne County Bar. Mr. McLean served in the Spanish-American War and then, in 1905, explored the Alaskan wilderness with the McKenzie expedition. Upon the entrance of the United States into the First World War, he volunteered for service and received the rank of major. He was sent with the American Expeditionary Force to Siberia and was appointed, for several months, the Judge Advocate General. His law practice continued to grow and he became an officer or director in a number

of "important financial and industrial institutions. Among these may be mentioned the Lehigh and Wilkes-Barre Coal Company and the First National Bank, in both of which he is a director. His professional activities and business connections were never permitted to interfere with his devotion to the tasks of ameliorating the condition of the poor and the needy, the aged and children, for Mr. McLean has been a consistent supporter of and leader in all charitable, social and welfare movements in his community." He was elected County Controller on the Democratic ticket in 1901 and served one term in the House of Representatives, 1911-1913. He became a trustee at the height of his career and gave to Wyoming Seminary the same measure of service and loyalty. In 1934 Judge William S. McLean became a member of the Wyoming Seminary Board of Trustees. Four years younger than George R. McLean, he was likewise educated in the public schools and prepared for college at the Henry Hillman Academy. He revealed early in his school work a flair for scholarship. He graduated from Lafayette College in 1894 with a B.A. and then continued his studies so that he received an M.A. the following year. Judge McLean then returned to Wilkes-Barre where he studied law in the office of his father and his older brother. In 1901 he was admitted to the Luzerne County Bar. A member of the old Pennsylvania National Guard in 1900, he saw service on the Mexican border just before the United States entered the First World War and was raised to the rank of captain in the American Expeditionary Force in France. He was elected to an associate judgeship in 1922 on the Democratic ticket and

reelected in 1932, serving as a judge until the time of his death in 1938. He married in 1921, Miss Frances Leigh Ricketts, a daughter of Colonel Bruce Ricketts. "Two qualities may be said to have obtruded themselves in the career of Judge McLean: first an innate ability which to a large extent was inherited from conquering ancestors; and second, the determination to succeed over all obstacles, by the exercise of patience, tact, and progressiveness." Of this distinguished member of the board, their annual report added, "The Trustees keenly regret the death of Judge William S. McLean, Jr. . . . He was a loyal and devoted member, and was always wise and helpful in his counsel."

Shortly after school opened in the fall of 1939, news came of the death of Dr. Arthur M. Northrup, an alumnus of Wyoming Seminary and a member of the Board of Trustees from his election by the Wyoming Annual Conference in 1928 until his death eleven years later. Dr. Northrup was born November 9, 1877 in Glenburn, Lackawanna County, Pa., the son of Henry W. and Sarah Miller Northrup. He attended the public schools and then completed his preparation for college at Wyoming Seminary graduating in the class of 1897. He entered the University of Pennsylvania and graduated from the Medical School in 1902 with an M.D. degree. He did not practice medicine, however, but entered into business joining the firm of Bowden and Northrup, lumber dealers, in 1903. He married a Wyoming Seminary graduate of the class of 1899, Miss Jean R. Bowden, daughter of Mr. and Mrs. John Bowden of Ashley. "In his business relationships he was resourceful, thorough, absolutely honest,

and felt the obligation to make his business an instrument of service to the community. His business interests were varied. He conducted a large lumber business, was president of the Ashley First National Bank, a director of the Danville First National Bank, and also owned and managed one of the largest farms in Northeastern Pennsylvania. He had a high sense of civic responsibility and was either an administrator or a member of a directorate of many civic bodies." (During the last term of Governor Pinchot, he served for a time as the Secretary of the Department of Labor and Industry). "He had a penetrating vision into human needs. He had a knowledge which was balanced by wisdom. He was always poised and self-controlled, and with it all, he was democratic and approachable, kind and just and humble. His type is all too rare, and the vacancy which he has left will be very difficult to fill." Dr. Northrup's passing was sudden, for he had gone on a fishing expedition to Canada, which he had visited for many years and where he had many devoted friends among the guides and natives of the region."

When the Board of Trustees met in April, 1940, three of the members were ill. The Trustees adopted a resolution to send letters of appreciation and good wishes to Mr. Charles W. Laycock, Mr. E. M. Rosser, and Mr. Daniel Roberts. For all three loyal and faithful workers this was their last illness.

In the report of the Trustees to the Wyoming Annual Conference in the Spring of 1941, the following paragraph records the especially heavy losses among the Board membership: "During the past year (1940) four valued

trustees have passed away—Mr. F. M. Kirby, whose generous benefactions have in large measure made it financially possible for the Seminary to continue its program on the present high plane; Mr. C. W. Laycock, a distinguished alumnus, wise counselor, and devoted friend of the school, who has served as a trustee since 1902; Mr. Daniel C. Roberts, a generous contributor and helpful advisor; and Mr. E. M. Rosser, an alumnus and prominent citizen, who has served as trustee since 1920. All these men have made outstanding contributions to the life and welfare of the school." The career and benefactions of Mr. F. M. Kirby have been described in the fourth section of Chapter 19.

Mr. Daniel C. Roberts, who had been a Woolworth executive, lived in retirement at the time of his election to the Board of Trustees in 1936. He had devoted himself to sponsoring and financing worthy projects, welfare agencies, and educational institutions. Although a member only four years, his advice and encouraging help to President Fleck in a difficult time was a most important factor in the recovery of the Seminary from the disastrous flood. Mr. Roberts had a very penetrating insight into business problems. He was aware of the effect of political and social trends upon business procedure. He had rare foresight in planning for conditions which trends seem to forecast. He also had the ability to evaluate human characteristics. He was sympathetic, kind, and understanding and never indulged in petty thinking. His outlook on life was big and his judgments were always generous.

Of his character and his work, his fellow-trustees had the following tribute written in the Minutes for July

25, 1940: "His clear, well balanced judgement, his unswerving sense of honor, his modest demeanor and warm friendliness greatly endeared him to the administration and to the trustees of Wyoming Seminary and commanded their unqualified respect. He was a good citizen and furnished an example of judicious living."

Mr. Edward M. Rosser was elected a member of the Board of Trustees in 1920 and served faithfully and well until his death in 1940. He had risen to the position of president of the Kingston National Bank in a typical American career. He had been born in October, 1869, one of ten children, at Ystrad Rhondda in Wales to Morgan D. and Mary Edwards Rosser. When he was but two years of age, he was brought to this country by his parents. They settled in Kingston, Pennsylvania, where his father rose to the position of superintendent of the Kingston Coal Company before his death. Mr. E. M. Rosser was educated in the public schools and then completed his preparation for a business career in the Seminary Commercial Department. He started his banking career as a clerk in 1896. He rose rapidly as he revealed his abilities becoming assistant cashier in 1897, cashier the following year, vice-president in 1908, and president in 1915. "When he first was engaged in the banking profession, the institution of which he later became the head was known as the Deposit and Savings Bank of Kingston, and was scarcely more than a small-sized country bank." During his presidency the bank grew rapidly, merging with the West Side Trust Company in 1927 and becoming a National Bank in the 1930's. Before Mr. Rosser had gone into the banking business he spent four years in the office

of the Kingston Coal Company where he became private secretary to Daniel Edwards, who was the president of the company. In 1920 the Wyoming Conference elected him to the Wyoming Seminary Board of Trustees. For twenty years, until July, 1940, he served conscientiously with that body. His fellow-trustees wrote of him, "Mr. Rosser has made a highly valuable contribution to the work of the school during his long term, having given generously of his time, his experience, his counsel, and his financial resources."

Mr. Charles W. Laycock, always one of the most enthusiastic supporters of Wyoming Seminary, was a graduate of the Commercial Department in the class of 1881 and was a trustee from 1902 until his death in 1940. For nearly forty years he devoted himself conscientiously to the school interests. He was born in Fairmont Township, Luzerne County, on October 3, 1860. He came of a very distinguished old Pennsylvania family high in the service of the Methodist Church. His grandfather, Shadrack B. Laycock, was a local preacher of renown and through his grandmother he was related to Bishop Thomas Bowman of the Methodist Episcopal Church. When Mr. Laycock was six years of age his parents moved to Shickshinny. He was educated in the public schools and then completed his preparation for a business career in the Commercial College of Wyoming Seminary under the tutelage of Prof. Dean. After his course at the Seminary was completed, he secured a position as a clerk in the Second National Bank of Wilkes-Barre. In 1890 he accepted the opportunity to be cashier of the Anthracite Savings Bank of Wilkes-Barre. He remained with the latter institution for

20 years during which period his "ability, application and faithfulness, and his strict integrity made him an important factor in the development of that bank." From 1910 to 1913 Mr. Laycock was the local representative of a New York and Philadelphia bond house. In 1913 he was elected cashier of the Miner's Bank in Wilkes-Barre; in 1915 he became vice-president, and in 1924, president. He was likewise a director or trustee in other corporations and organizations in the valley. His enthusiasm and interest in the Methodist Church was not only inherited from his Methodist forbears but was a kind of a hobby with him. He was a lay delegate to the General Conference of the Methodist Church in 1908 and 1912, and was for a period of twelve years a member of the general Board of Education of the Methodist Church. Mr. Laycock married in 1890 Miss Jennie Clapp who was an alumna of Wyoming Seminary and whose mother had been the matron under Dr. Copeland.

The "Opinator" issue for December 6, 1940, evaluated Mr. Laycock's career in these words: "Mr. Laycock was a typical American who exemplified in his career what Americanism really means. He began life with limited material assets but with an excellent family heritage . . . He took advantage of the opportunities which our great democracy made possible for him and carved a career which should serve as a beacon light to succeeding generations. Like the great man with whom he was associated intimately in many enterprises, Mr. F. M. Kirby, who preceded him to the unknown only a few weeks ago, his life had humble beginnings. He worked as a slate picker in an anthracite breaker, as a delivery boy in the town

grocery store, as a clerk in a department store . . ." before he entered upon his banking career. "In every capacity in which he worked he earned promotion by his loyalty, his dependability, his industry, and his sense of responsibility to his employers. His influence was not confined, however, to his chosen vocation but was felt in many of life's careers . . . The moral, educational, and religious ideals of the Seminary have been greatly affected by his sturdy, upright standards. Even during his last illness he was planning for her a wider sphere of growth and service." Mr. Charles W. Laycock passed away on Monday, November 25, 1940. "The memory of this great personality and all that he stood for will serve as a standard of better living and finer, truer thinking for present and succeeding students and faculty members."

At the spring meeting of the Board of Trustees in 1937 the attention of the Board was called to vacancies caused by deaths of former members which had not been filled. On looking over the list of former graduates the name of George G. Brooks of Scranton attracted the attention of the members of the board and Dr. Fleck was instructed to invite Mr. Brooks to become a member of this body. Mr. Brooks' private and public morals and his constructive influence in community life made it particularly desirable that he honor Wyoming by his acceptance. When the matter was laid before him he expressed a genuine interest in the school and pride and satisfaction in the fact that he had been prepared for Cornell University at Wyoming. He accepted the invitation and at once gave himself to the promotion of the interests of the school in every way possible. Mr. Brooks was an engineer by train-

ing and had a very analytical mind. His insight was penetrating and few fallacies of reasoning escaped him. However, he was among the first to recognize the value of suggestions which promised future strength and service. He was a man of wide culture due to both reading and travel. He had traveled extensively in this country and for several years made annual trips to Europe. He circumnavigated the globe at least twice and had a broad, understanding outlook on life and world affairs because of this background. He was a devoted member as well as vestryman of the Episcopal Church of the Good Shepherd of Scranton. He was a director of the First National Bank of Scranton, The Scranton Trust Company, and director and vice-president of the International Textbook Company. He also had active interest in the development of various public utilities. He was a partner with his brothers in the brokerage firm of J. H. Brooks & Company, Scranton and was an intimate adviser of large investors. Because of his public interests and private life he brought distinction to Wyoming. He was faithful in his attendance at trustee meetings and, as the minutes show, never failed to give some constructive, forwardlooking suggestion. His untimely death was a severe blow to the administration of the school and a great loss to the Board of Trustees.

In 1941 the Board of Trustees sustained another serious loss in the death of the Hon. Benjamin R. Jones, president judge of the Luzerne County bench. Judge Jones became a member of the board in 1934 at the suggestion of his friend, Fred Morgan Kirby. He was born in Wilkes-Barre and was educated in the public schools. After completing

his formal education, he entered the law office of Thomas Atherton, and in due course of time was admitted to practice law before the Luzerne County Bar. While he was a member of the firm of Atherton and Jones he was elected to the office of District Attorney of Luzerne County where he served two terms. Shortly after his experience as District Attorney, he was appointed by the Governor of Pennsylvania to fill a vacancy on the Luzerne County Bench. After serving for the unexpired term of his deceased predecessor, he was elected twice to this distinguished office. He was active in all constructive civic relationships. He was on the board of the Y. M. C. A. and also served for some time on the board of the Kis-Lyn Industrial School. He was a life-long member of the First Welsh Presbyterian Church, and was president of its official body at the time of his decease. His fellow trustees speak of his value to the school as follows: "His constructive, wise judgment in civic, business, religious, and educational matters gave him an influence for good over the lives of hundreds of thousands of people. His character and high reputation for integrity and honesty added prestige to all institutions which he honored by his service." Judge Jones was succeeded by his son, Attorney Benjamin R. Jones, Jr., a graduate of Wyoming Seminary and Princeton University, who is rendering valued services to the school at the present time.

In April, 1943, Fenwick L. Peck died. He had been a member of the Board of Trustees twenty-four years. Like George Brooks he was a resident of Scranton and a graduate of Wyoming Seminary. He was born in Peckville in September, 1854. Educated in the local schools, he com-

pleted his training for a business career in the Commercial Department near the close of Dr. Sprague's term as principal. Mr. Peck graduated in 1871 while Dr. Copeland was still in charge. He entered the lumber business and rose to the position of president of the United States Lumber Company. He was likewise vice-president of the Scranton Savings Bank. The Wyoming Conference elected him a trustee in 1919. As long as his health permitted, Mr. Peck took a very active interest in his Alma Mater. He attended meetings of the board so long as he was able and gave of his means to the material welfare of the school. His judgment was sought in business matters and was usually followed. He was a personal friend of Dr. Sprague and was one of the men on whom the Doctor relied.

Close to a year later Mr. A. DeWitt Smith died in February, 1944. Mr. Smith had been a student in the commercial course graduating with the class of 1883. He always maintained his interest in Wyoming Seminary and was elected a trustee by the Wyoming Conference in 1923. He served twenty-one years on the board. "His devoted friendship to the late President L. L. Sprague was a source of great inspiration and encouragement to him in his administration of the affairs of the school." Mr. Smith was a very successful businessman of Philadelphia. He supported in a financial way every forward movement of the school during his tenure as trustee. He also directed students to the school. He believed in the Seminary pattern of education and had faith in its destiny.

The times are still confused and embittered by ruthless war among the nations and by the many economic and

social problems war brings to the domestic scene. No man can clearly foretell what peace will bring. The new members of the Board of Trustees have already met the tests the Seminary has imposed upon all those who guide her destinies in any period of her history. They now face the second century with the conviction and the courage that animated the first board. In dark hours to come theirs is the task to wrest new triumphs from adversity. This period of the 1940's may be another turning point leading through wars and civil conflict to the greatest era of economic expansion and cultural flowering that we have ever known.

7. Faculty Members These Later Years

During the latter years of Dr. Sprague's long tenure, he engaged a younger generation of teachers to fill the places vacated by death or resignation of the earlier generation so that today a number of them have been teaching fifteen years or more, giving that continuity and strength to Wyoming Seminary which the understanding and appreciation of the ideals and goals of the founders make possible.

"Étudiez! Étudiez!" Who else could it be but Prof. Parker H. Burt . . . "who reigns supreme in the advanced French course." Since the death of Miss Charlotte Blackman, Prof. Burt has guided the French department. He came to Wyoming Seminary shortly after school had opened in 1919 to aid Miss Blackman with the French and to teach some Latin, for the increased enrollment made necessary an additional member to the faculty. Prof.

Burt is a native of Vermont. He did his preparatory school work at the Glen Falls Academy in Glen Falls, N. Y., and is a graduate of Dartmouth College. After graduation he taught at the Hallock's School for boys in Great Barrington, Mass., and then at the Asheville School for boys at Asheville, North Carolina. Between the two World Wars he studied in France both in Paris and later at the French-American Institute in Vichy before that famous watering acquired its sinister association with the Petain-Laval collaborationists. In the issues of the "Opinator" for December 13, 1929 and for October 21, 1932 a faculty write-up continued, "Professor Burt is as much a part of Wyoming Seminary as the campus, or the chapel. The alumni boast of his acquaintance . . ." He has always made his classes a source not only of language training but of real enjoyment in the process of learning, the kind of classes a student likes to attend and, as an alumnus, recalls with real pleasure. "In class he asks questions in French at the most inopportune times. But to know him is to love him. And it's not often you find one who doesn't know something about French when Prof. Burt is through with him." There are likewise those famous French table seatings in the dining room where halting French saves the students from starvation. A graduate of the class of 1931 has written, "And then that Bugbee-Burt combination! Some of my happiest moments at the Seminary were spent in talking and laughing with those two. Do you remember that awful car they had which looked like a cheese box and had one door hanging loose! And Prof. Burt was the man who believed in our going to evening Study Hall; at least, that was his reason for giving us all below 80 in

French. But seriously speaking he was a good friend too." And who could ever forget, "Why is it so hot at a circus? . . . Because the heat is inten(t)se!"? In leisure hours a good detective yarn or the call of the ribbon of highway over hill and vale lead him to other worlds.

Prof. E. J. Roberts came to teach in the Latin and Greek department in September, 1923. A native of the Valley, he attended Wesleyan University and graduated with a B.A. degree and a Phi Beta Kappa Key. Dr. Sprague engaged him to teach Latin the same summer. After Prof. Gillott's death, Prof. Roberts taught a Greek class whenever there was a demand for such instruction. More recently he has taught some algebra. Conscientious and hard working, Prof. Roberts gives the beginner in Latin not only an invaluable language foundation but a knowledge of English word-origins and of Roman civilization; he is ever willing to spend as much time as may be necessary to help those who find Latin difficult. Mrs. Roberts, a graduate of Goucher College, was a student at the Seminary when Prof. Roberts began his teaching career. Following her graduation from college, they were married and have lived in the Seminary dormitory ever since. Of Prof. Roberts the "Opinator" characterizations added: "With a swift staccato step, he hastens to his various appointments, this man of energy. All those who come in contact with his radiating personality sense the force behind him . . . Contemptuous of idleness, he spurs his students on in the endless quest of Latin . . ." A boarder of the class of 1931 expressed her opinion in these words, "Prof. Roberts was one of our favorites. Everyone else called us by our nicknames, but he always said, 'Miss

Allethea,' or, 'Miss Mary,' or 'Miss Ann.' It was always a pleasure to read the table list and find your name on Prof. and Mrs. Roberts' list. There was an infallible quality in Prof. Roberts' personality that demanded great respect and the desire to do always our best for him." Joyce Roberts may be glimpsed frequently flashing by, all vitality and spirit, or Prof. Burt and Prof. Roberts may be seen walking about the campus with Kurt Roberts. Besides the hours he spends with his family Prof. Roberts enjoys a good mystery tale, or an interesting medical book, or some up-to-the-minute article in the "Saturday Evening Post." He enjoys outdoor work, especially at his summer cottage near Honesdale; and then there are the long quiet hours fishing which bring the scholar close to the heart of the woodland.

In 1925 at the close of the year another yankee arrived at the Seminary to take the place of a teacher who left for California the day Christmas vacation began. Prof. Norman W. Smith was a native of Providence, Rhode Island. He was educated in the public schools where he prepared for college. He entered Rhode Island State College at Kingston, R. I., where he distinguished himself as an athlete in the major sports and prepared himself to be a director of physical education and a coach of secondary school teams. Upon graduation in June, 1925, he accepted a position at Montpelier Seminary in Vermont. When the Fisk teacher's agency called him at Christmas time and put him in touch with Dr. Sprague, Prof. Smith decided to accept the Seminary position. Upon the resumption of classes after Christmas, he began teaching algebra, conducting the boys' gymnasium classes in the morning and coach-

ing the reserve basketball team in the afternoon, and after Easter vacation, the reserve baseball team. A six-footer of large frame, he dug into a busy program with a knowledge of boys and an uproarious sense of humor which kept everyone feeling good and working hard. He aroused interest in wrestling, in boxing, in an all-sports night program in the gymnasium. He thoroughly enjoyed his work and his enjoyment was contagious. Some of his dry remarks became classics and were repeated from year to year and reminisced over when alumni got together. Prof. Smith used to boast that he had only one textbook, the elementary algebra, and that was bound in tape; he would add that his family lived by Bernarr Macfadden's "Encyclopedia." But actually he was most ambitious and continued his professional studies at every opportunity. He pursued his studies in the summer, first at a coaching school at Harvard and then at the Springfield College, where he secured his degree in physical education. One of his major interests was the National Guard. Each summer he attended camp the required number of weeks; in the winter, night after night, he was poring over maps and problems, doing the required textbook work for an advance in rank. His hard routine work bore fruit when the United States entered this war and experts were needed to condition the boys for the gruelling campaigns of modern warfare and to provide the recreational sports while they were en route to the site of their battlefront or while they were recovering from the ordeal of battle. Prof. Smith quickly advanced to the rank of Lieutenant-Colonel. He aided in preparing the boys during the long wait in England before the North African landings in

November, 1942. During the beginning of that campaign he was wounded. Upon his recovery he continued his work in this country. As soon as the war will permit, Colonel Smith plans to return to his schedule at the Seminary. Then new sayings will no doubt be added to the legend. An alumnus who graduated in 1928 wrote of his days at the Seminary, "One highlight was the famous sayings of Prof. Smith which always began with, 'Boy, boy!!! I remember the day that there were a large group of young kids who were hanging around the players' bench during baseball practice. He tried and tried to get rid of them and finally came out with, 'Boy, boy, one hundred thousand dollars worth of seats up there and you boys sit on the grass.' Another time, we were at Stroudsburg State Teachers' College playing baseball and one of our fellows walked up to the players' bench and asked me if I had any chewing gum. Prof. Smith overheard him and came out with, 'Boy, boy, I thought all of my players chewed tobacco!' " And then there is the story of a candidate for the baseball team who did not show any baseball sense. No matter what position he was tried out in, he made as many blunders as possible until finally he let an easy foul drop through his glove and Prof. Smith exclaimed, "Boy! Oh Boy! A guy has a right to be dumb but you abuse the privilege."

Born in Worcester, Mass., Prof. Theodore S. Abbot is a chip of the old "Bay State." From the beginning it was no doubt inevitable that he should be a teacher, for he came of a family that had turned out scholars and teachers through several generations. After graduation from the Worcester Classical High School, he followed

the family tradition of attending Harvard University. "His work in Harvard was interrupted by the first World War. After a summer at Plattsburg which resulted in the rank of a Second Lieutenant, and three months service at Pennsylvania State College, he was discharged the day before Christmas in 1918. The next nine months were spent in newspaper work, whereupon he returned to college to graduate with his class and Cum Laude honors. Prof. Abbot then returned to newspaper work and after 'six hectic years,' he joined the faculty of Wyoming Seminary . . ." and entered the profession traditional in his family. Indeed, his nephew, Prof. Richard Abbot, who has but recently joined the Seminary faculty to teach science and conduct the boys' gymnasium classes, gives proof the tradition has not died out yet by any means. Prof. T. S. Abbot has taught not only Latin but also French. He thoroughly enjoys teaching and his classes find language a pleasant subject. His sense of humor is rare as indeed are his "puns." And this opening sentence often makes more pleasant the steady routine, "Have you heard about the—etc.", followed by serious concentration and then peals of laughter. "His hobbies though few are fast and furious," the "Opinator" writer noted. "He plays tennis, checkers, and amuses his son" . . . or perhaps it is his son who amuses him with a witticism or a "pun." It is needless to say that Prof. Abbot has a keen literary sense, always enjoys a newspaper special feature that is well written and has a scholar's tastes in his books and magazines. Prof. Abbot coached the tennis team in the fall and spring season for a number of years. His versa-

tility does not end there, however, for he sings in Concordia, and takes an active part in the Little Theatre.

Another Bay Stater came to Wyoming Seminary in the fall of 1926, Prof. Harold Brown. He came as an assistant in the English department and then, upon the resignation of Prof. Trebilcox, he became the teacher of Senior English and the faculty advisor to the year book. A native of Newton, Massachusetts, Prof. Brown graduated from Amherst College with a B.A. and entered the college teaching field. He taught at Syracuse University and at Colby College before he decided he would enjoy the preparatory teaching more than the college teaching. In the summers following his transfer, he earned his Masters degree in Education at Harvard University. Later he tutored at a summer camp in Maine, Long Lake Lodge. Prof. Brown has, like his predecessors, an appreciation of the masterpieces of English literature, especially poetry. The "Opinator" issue for November 4, 1932, characterized Prof. Brown in the following manner: "Have you heard the seniors reciting simply yards of Shakespeare beginning, 'If it were done when 'tis done . . . ? Have you wondered what cruel tyrant imposed such a task on them? But it is not a cruel tyrant—it is Prof. Brown! Furthermore, he doesn't assign them to make all the seniors and all the people who come within hearing distance of seniors uncomfortable. He assigns them because he appreciates the beauty and value of those lines and honestly believes that every cultured person should be familiar with them. Have you noticed how violently the seniors argue about such questions as, 'Why did Lady Macbeth faint?' Their interest is based on the fact that to them

Lady Macbeth is not simply a character in a play but a very real and vital individual. Why? For the same reason that, by the complete understanding of the characters and by the use of practical illustrations from everyday life, Prof. Brown vitalizes even the most uninteresting characters . . . During the six years he has been at Seminary, his kindly good humor has won him many friends among the student body . . ." But Prof. Brown not only teaches English and occasionally writes excellent verses but he is at times an expert in cookery . . . "Apple pies are his hobby. Also baked beans. He loves to putter around in the kitchen of his home during his spare moments, which are few, since he is the proud father of two sets of twin girls (the elder two bear the names of Shakespeare's daughters). In the summertime he enjoys himself at camp, where he acts in the capacity of counselor and tutor and where he can enjoy playing tennis, hiking, and living in the great outdoors."

Miss Helen L. Brown who is a native of this section of the state, the daughter of a Presbyterian minister, graduated from Wyoming Seminary, and then attended Mt. Holyoke College. When she graduated she taught for several years in the Hazleton High School, and in 1927 she returned to Wyoming Seminary to teach senior and junior English. By attendance in summer sessions at Columbia University Miss Brown received her Masters degree. Her English classes have always been popular because of her original approach. The contract method of making assignments gives the ambitious students an incentive and the slower student an opportunity to do good work. Like the other English classes Miss Brown places great emphasis on

understanding and appreciation of literature and also on original projects such as a model theatre, scenes for the plays, maps with literary associations etc. Miss Brown is an enthusiastic theatre-goer, visiting New York frequently to see the best presentations of the season. She has excellent judgment in regard to the modern theatre and stimulates student interest in the best of present day literature. She has traveled extensively both in this country and abroad. "Her pet hobbies are swimming and reading, and she enjoys fine music." Versatile, with a geniune interest in young people, Miss Brown has won the enthusiastic regard of her students and no alumna returns without seeking her classroom . . . An advisor to the Adelphian Society and also a class advisor, she brings a sincerity, a poise and dignity, and a real enjoyment to her teaching.

From the Mohawk trail in the beautiful Berkshires of western Massachusetts, Prof. March came to the Seminary, another yankee with a keen enjoyment of books, an enviable ability to speak the English language, and a rousing enjoyment in his teaching which stirs the most apathetic student to a realization of the glories inherent in careful and inspired use of the English language. Prof. Charles L. March was born in Shelbourne Falls, Mass., educated in the local public schools, and then in Williams College from which he graduated with a B.A. degree and a Phi Beta Kappa Key in 1925. For three years he taught English at the Wheeler School in North Stonington, Connecticut. He came to Wyoming Seminary to teach the junior English in 1928 and has also taught the sub-freshman United States History and the freshman Ancient

History. He received his M.A. in summer work at Harvard University. In the "Opinator" character sketch in the November 11, 1932, issue the staff member wrote of Prof. March: "When Prof. March came to Seminary he brought with him a love of poetry and of drama. His interest in poetry manifests itself in the scholarly way he teaches this subject. And as for his love of drama, we have as evidence the rather active part he has taken in the Little Theatre. He has enriched the lives of his students in many ways, by his own breadth of vision and by his truly human personality." Prof. March has a preacher's license in the Methodist Church and frequently preaches in some pulpit on Sunday especially in the summer. The "Wyoming" of 1942 added, "Prof. March's idea of Utopia is to live in a home in the country, filled with books of poetry and a magic freezer of delicious ice cream which could be emptied each day and would fill to the brim during the night."

Eastern Massachusetts was the birthplace of still another versatile member of the Seminary faculty, Prof. Lawrence G. Sampson. He came in 1928 to take charge of the German and Spanish departments following the death of Prof. Gillott. He is a native of Brockton, Massachusetts, attended the local public schools in preparation for college and matriculated at the College of Liberal Arts of Boston University, graduating in 1923 with the degree of B.A. He taught modern languages at Norwich Military College located in Norwich, Vermont; then he spent a year at Harvard University where he received his Masters degree in Modern Languages. He taught one year in the Lake Placid Tutoring School before he accepted his present

position in the Seminary. Prof. Sampson has likewise studied Spanish in the summer courses at the University of Barcelona in Spain. His students will all testify to the dynamic character of his teaching. Modern languages are interesting to them and they look forward to his classes. As the "Opinator" write-up in the issue of November 18, 1932, stated it: " 'It's going to be a long hard winter.' Anyone who has had Prof. Sampson as a teacher will remember this comment and also the truth contained in it . . . Amusing, entertaining, and instructive are his tales of trips through France, Germany, and Spain. In all his classes Prof. Sampson maintains a high scholastic standard." But teaching modern languages is only one of many activities for Prof. Sampson. Before the war he was an enthusiastic amateur radio operator, and he received letters from all over the world in answer to letters he sent after picking up their messages on his receiving set. He has always been an enthusiastic sports fan, often serving as timekeeper for a basketball game or a wrestling meet or helping out with coaching of the junior or "midget" football squads. Until his health restricted his outdoor activities, he attended all games and was often at the field or in the gymnasium during the practice periods. He still collects stamps, exchanges stamps with other collectors, and can give the questioner exact information concerning the hobby. Prof. Sampson is in addition a rapid and avid reader with an especial interest in histories or historical novels and war books. What is more famous, however, than his demonstrations in class of a "bull fight"? It is a classic. His humor is spontaneous and livens many an hour for all who know him. His sincerity, his loyalty, and

helpfulness have endeared him to students and faculty alike. He is a family man who enjoys his home and encourages Jack and Beverly to be students too.

What Wyoming Seminary student who studied his freshman English with Prof. Horace S. Parker could ever forget his inexhaustible energy, his unbounded enthusiasm, his wit, patience, and never failing good humor. He, like Prof. Burt, is a product of that yankee and Republican stronghold, Vermont. Born in Fairhaven, Vermont, Prof. Parker prepared for College in the local public schools and then attended Williams College during the same period Prof. March was a student. He graduated with a B.A. degree and began his career as a secondary school teacher in the position of principal of the Jacksonville High School in Vermont. He transferred to the high school in Barre, Vermont, where he taught English. Then in 1929 he accepted the position he now holds in the English department. He has completed some of his graduate work at Cornell University in the summer sessions. He is a worker in the Kingston Methodist Church, and has served as president of the Dr. Fleck Men's Bible class with great success. Prof. Parker is a home lover and spends most of his spare time with Cynthia and Bobby. In the "Opinator" write-up for the November 18th issue in 1932 these characteristics were included: "If one goes to Nesbitt Field during a tennis tournament, he is sure to see Prof. Horace S. Parker, the coach of tennis in Wyoming Seminary, enthusiastically watching the matches. The success of the Seminary tennis teams has been due primarily to his coaching. In the classroom this same enthusiasm will be found in his teaching of the sub-

freshman, freshman, and sophomore English. Prof. Parker's English classes are unusually interesting, perhaps because he has had a wealth of experience in teaching youngsters, and he understands human nature." One of his hobbies is playing the violin; although seldom heard outside of his family, he is very proficient. When summer comes Prof. and Mrs. Parker and family head for their cottage on lovely Lake Bombazene in his native state, which is just this side of Paradise.

Prof. J. Theodore Hughes came to Wyoming Seminary first as a student and then returned to his Alma Mater as an assistant to Prof. Traxler in the science department. When Prof. Traxler died, there was no one better fitted to carry on the exacting work of the department and to maintain the high standards than Prof. Hughes. Since he became the head of the department, he has constantly endeavored to develop and broaden the science courses to keep pace with the growth of that field in American life, especially since the war began. Prof. Hughes is a native of the Hyde Park suburb of Scranton. After attending the local public schools, he prepared for college at Wyoming Seminary. While at the Seminary, Prof. Hughes was on the Annual Board, was the secretary of the Independent Society, the Asbury Club, and the Nutcrackers. In the fall of 1924 he entered Wesleyan University, graduating in 1928 with a B.S. degree. While at Wesleyan, he was on the varsity track squad, cross country squad, and advertising manager of the Wesleyan Annual. He majored in biology. His Masters degree, Prof. Hughes received from Cornell in 1931. His work was in the field of science. Even when he was at the Seminary, he had a reputation for

thorough work and for persistent application when the job was difficult. "Prof's favorite sport," the "Opinator" writer continued, "is track, and his two chief interests are farming and church work. His favorite reading is historical." Occasional moving pictures, carefully prepared charts, and field trips to local concerns combined with the laboratory make the science courses very interesting to the students in his classes. His clear explanations, flashes of wit, and enthusiasm for the subject smooth the path for the slow learner. Any student who has ever had any difficulty in his chemistry or biology work will testify to Prof. Hughes' willingness to spend uncounted extra hours giving individual aid. Every laboratory period has been meticulously prepared for beforehand. Prof. Hughes has the same genuine enjoyment of his work that his predecessor had.

Since 1931 the Wyoming Seminary Art Department has been under the guidance of a westerner by birth but yankee by residence—Miss Helen Anderson. She has remained the longest time of any art teacher since Mrs. Alice Bannister Race. Under her guidance the department has made an increasingly valuable contribution to school life and has increased the appreciation and understanding of the work of the masters and moderns for all of us. Miss Anderson was born in North Dakota. She came by her interest in art from her father's interest in it and his pioneering work in art photography. After her preparation in the public schools of her home town, Miss Anderson studied at Boston University, and then followed up her interest in art at the Rhode Island School of Design in Providence, and at the Fountainbleau School of Art. She

first taught at a normal school in North Dakota but the depression hit all public schools and colleges especially hard in the farm states. In the fall of 1931 she took up the duties of the Art Department. She has traveled in Europe and has spent many of her summers and vacations in Massachusetts. Miss Anderson is an artist of note in her own right. Her portrait of Professor Dean in his last years of active teaching hangs in the Association Room. In 1932 Miss Anderson received a prize given by the Springfield Art League of Springfield, Massachusetts, for her painting entitled "Green Drapery." She is a member of the Connecticut Academy of Art. Those students who take her courses have an opportunity to develop their talents in their own way and at their own capacity for progress. Wyoming Seminary buildings in an earlier era and Valley scenes are painted on the walls of the art room. On one of the stairways to the art room from the second floor, the plaster wall has a panorama painting of a Pennsylvania Dutch town which is decorated with "hex" signs copied from such signs near the student's home. George Ellis designed the pattern and did much of the painting. Often one or more art students may be seen on the campus sketching a building or a scene, intent upon the project in hand. Her talks upon the history of art, upon the great painters, upon any phase of her subject whether given to her students or to the faculty in a formal paper are most stimulating and informative. Her sense of humor is priceless as occasional bursts of laughter from the art room during busy hours attest. "Opinator" covers, special program covers, Christmas cards all reveal the interest and the quality of instruction; they have occasioned favorable

notice both in the community and among other schools. In the 1930's she organized an honorary club called the Wyoming Seminary Art Club which was chosen each year from the members of the art classes. This did much to further stimulate student interest in the work of the department. The Annual for 1939 added in regard to Miss Anderson, "Our talented art teacher is noted for her sense of humor, her love of ice cream sandwiches, and her ability to make wise-cracks. A person of widely diversified tastes, she likes flashy handkerchiefs, ripe olives, and French novels. Two pet hates are the bane of her existence: bananas and getting up for breakfast."

Miss Mignonette Holbrook was a native of the Valley, born here and received her early education in the Kingston public schools. She completed her academic work at Wyoming Seminary graduating in the College Preparatory Course in the class of 1913, the same class in which Miss Natalie Hallock was a graduate. She had studied piano and had been a member of the Adelphian debating team. The year book said of her, "She is quiet and shy and loves to study." Miss Holbrook then took the stenography and typewriting course in the Commercial Department graduating in 1916. After continuing her commercial studies at the Peirce School in Philadelphia, she returned to the Seminary to teach in the stenography and typewriting department. From September, 1917, until her retirement from active teaching in the year 1939, Miss Holbrook performed her duties in the same quiet manner and by sincerity and thorough character of her teaching inspiring her students to do their best. She organized her work, managed the routine of study in her classes with

efficiency and apparent ease. Her colleagues enjoyed working with her because she was always of even temperament, helpful, and encouraging. Her influence ran deep and was lasting. Graduates of the department were successful and brought distinction to the school wherever they went. The "Wyoming" of 1928 characterized her in this manner: "Probably more of the Seminary students would be up in the Commercial Department if they realized what a good teacher Miss Holbrook is. She is not only a good teacher, but she is also a 'good sport' and is ever ready to help those who come to her for aid." In the years 1939-1940 her health broke down; her physician decided that a long rest was absolutely necessary. She resigned for a year hoping that complete recuperation would permit her to return to her work. Unfortunately this was not true. Although her health improved, she has been very limited in her activities and has not been able to resume her teaching. In the issue of the "Opinator" for October 18, 1940, one of the staff wrote of her work and her ability: "Miss Holbrook was a very accurate, conscientious, painstaking teacher. She had a mind for detail and was an outstanding example of the axiom that the mastery of little things produces efficiency in great matters. Her personality appealed to her students and brought favorable responses from them. She has the best wishes of the 'Opinator' and all her friends on the Wyoming campus."

Miss Holbrook's close friend, Miss Anna Roy, was the head of the Stenography and Typewriting Department. She came from Newton, New Jersey, in 1914 to Wyoming Seminary to study bookkeeping, and typewriting

and stenography. She completed the work in business theory and actual business and progressed so far in the typing course that, before she had completed her stenography course, she became an assistant teacher under Miss Ansart, after Easter vacation in 1915, taking Miss Jenkins' place. In 1916 she had her diploma from both departments and teaching experience. Miss Mary Ansart, a graduate of the Seminary Typewriting and Stenography Course, returned to take the position of the head of that department the same fall of 1915. Miss Maidie Richards, who had been the head from 1909 had resigned in June, 1915. Miss Roy did additional work in her chosen field at the Peirce School in Philadelphia and during several summer sessions at Columbia University in New York City. From the beginning she was a success as a teacher insisting on thorough preparation and attention to detail. When Miss Ansart left in 1923, Miss Roy became head of the Stenography Department. The "Opinator" issue for March 28, 1930, stated, "The foresight of the administration in electing Miss Roy to teach has certainly brought fine results, for today we find her invaluable. She has complete charge of the Stenography Department, which keeps growing. Miss Roy teaches the Gregg system of shorthand, with a few students studying the Pittman system . . . Few teachers have as great ability in their chosen work." Miss Roy enjoys good living and is an excellent cook and housekeeper. She sometimes practices these arts in the summer for her sisters while they are at work. Several summers she has ably practiced what she teaches in the winter. She collects antique glass and has an interest in antique furniture. She enjoys fine music,

serious drama, and good books when she has the leisure for reading. A deep sincerity, an interest in the welfare of others, and a generous friendliness have endeared her to both students and fellow-teachers. The writer, in the years he has been a member of the boarding department, has never heard a student say a critical word about Miss Roy. Perhaps the best tribute was a remark made by one of her students which was overheard: A girl studying shorthand said to her companion, "Do you have Miss Roy? . . . She is the best teacher I have ever had!"

There are two other members of the Commercial Department who have been teaching the typewriting, shorthand, and business English for about twenty years—Miss Keenly and Miss Cochran. In the fall of 1924 Miss Mary G. Keenly, now Mrs. Donald Ichter, joined the faculty to teach typewriting and shorthand. Like her predecessors, Miss Roy and Miss Holbrook, she was a graduate of the Wyoming School of Business. She had taken additional work at the Peirce School of Business in Philadelphia and at the Gregg School in New York City. Since she has been a member of the faculty she has continued her studies at Misericordia College in Dallas Township in the evening along with her regular teaching schedule. Mrs. Ichter teaches part of the shorthand course and both typewriting and shorthand in the summer school. She is a "good scout" with a real sense of humor. The Annual of 1942 stated, "She is our very capable teacher of shorthand. She likes hats with tall feathers (they just miss the chapel door lintel). She is a collector of all sorts of earrings." Indeed she is something of a dynamo of human energy with an endless supply of bright quips. Her students

like her and everyone around her is stimulated to emulate her "pep." Mrs. Ichter is not a member of the boarding department and is not as well known among the academic family.

But the third addition to the faculty, who came in 1925 to teach the business English, does live in Swetland Hall and is well known among many of the academic students. ". . . Miss Alice P. Cochran was born in a Methodist parsonage in Delaware, Maryland. She attended the public schools before entering the Wesley Collegiate Institute in Dover, Maryland. Upon finishing her course there, she entered the Peirce School in Philadelphia and then returned to the Wesley Collegiate Institute—not as a student, but as a distinguished member of the faculty . . ." The "Opinator" write-up of January 13, 1933 concluded, "As a teacher she mixes dry wit with humor in such a way as to make every class interesting and instructive. In the dormitory she is one of the most popular and respected teachers and at all times can be depended on as a helpful adviser." She has been a class adviser for over a decade and has won the enthusiastic support and friendly admiration of many of the academic students who have worked with her. In the junior and senior years there are many details of organization and administration to be worked out which require understanding, patience, and tact. The class of 1943 was so pleased with her aid in guiding them over the last hurdles, they gave her a bracelet upon graduation. Among her hobbies are traveling, which Miss Cochran places first on the list and which she hopes to renew as soon as the war ends, and the legitimate theatre. Up until a few years ago she taught the business

English but now she teaches the typewriting. Always cooperative and good-humored she can be depended on to carry her share, be it work or play, and to add some fun.

These faculty members who have served thus far in parts of two administrations are a friendly, cooperative, and a hard working group, idealistic and cognizant of the traditions of the school and the standards they have inherited. They have often sacrificed their leisure and material gain to work together toward a common goal. The strain of the war years they have taken in their stride giving much and asking little. With them the new-comers have likewise tried to contribute their part and to catch the spirit which animates the school. However, their story belongs to the sequel of this volume which will one day be written to commemorate another anniversary of the Seminary.

CHAPTER XXII

"Tomorrow Belongs To Us"

THE centennial year really began with the commencement exercises of 1943. For the second time in the history of the school a governor of the Commonwealth of Pennsylvania spoke to a Seminary audience. The presence of Governor James was reminiscent of the anniversary week of 1879 when, on June 18, Governor Henry W. Hoyt visited his Alma Mater to do honor to the memory of Dr. Reuben Nelson. Although Governor Hoyt had been invited to be the Commencement speaker at Franklin and Marshall College, he replied: "I regret very much that it will so hapen that I shall be unable to be in Lancaster at the time of the College Commencement. I am to be in Albany the 17th and at Wyoming Seminary the 18th of June, as I explained to you . . ." Sixty-four years later the following gracious and friendly letter came to Dr. Fleck's desk:

January 12, 1943

"Dear Dr. Fleck:

"Your letter of December 26 was received by me while I was home recently, but I have hesitated about replying until I felt I could assure you I would be on hand. I have given it thorough consideration and I see no reason why, even though overwhelmed by many pressing duties at Harrisburg, I cannot find time out to attend the commencement exercises.

"A voice somewhere in the distance suggests that this would be the least I could do for you and the splendid institution which you are so magnificently administering, and I will be proud to be the commencement speaker.

"With kindest personal regards, I am

Very truly yours,

Arthur H. James"

Commencement day in 1943 was one of those perfect June days when the sunlight enhanced every prospect, when the blueness of the sky had a magic in it that encouraged dreams, and the warm breeze gave life to the campus in shifting shadows as the guests hurried into the Nelson Memorial Chapel and the faculty and students joined them led by Dr. Fleck, Mr. Z. Platt Bennett, and Governor James. It was indeed a gala day for Wyoming Seminary; it was an inspiring graduation, this program that brought the 99th class to their commencement. It was easy to forget the War, for its guns and disasters seemed very remote. But there were members of the 99th class who were absent; they were few in number but they were absent either in the armed forces or enrolled in an accelerated program on a College campus to be better prepared when the call to action came. Every girl and boy in the class would be directly or indirectly affected by the national mobilization for war. In his address Governor James emphasized the permanent values of character and training, the permanent values of our American life which the chaos of global war did not and could not alter. Indeed in the unchanging intellectual and spiritual values

for which the leaders and outstanding teachers of the Seminary have always stood, lay the meaning of the perfection of this June day and the remembrance of a June day in 1879. Some members of the Centennial class attended this program. They were the seniors of the next academic year even before the diplomas were awarded to the 99th class.

September 8, 1943, opened the centennial year. The editor of the "Opinator" wrote in the September 17th issue of the paper, "The first thing we of the 'Opinator' board wish to do is to extend a hearty welcome to the many new students at the Seminary. We want to let you know that we are glad you are here. Together we can make the most of this Centennial year. Being the hundredth student body is really quite a responsibility. Have you ever thought about it that way? This year, because of the anniversary, the eyes of many people will be upon us. We must work our hardest to prove to them that we are worthy of our century of illustrious past.

"We have, however, still another reason for doing our best in school this year, for this is no ordinary year, not only for the school, but also for the entire world . . . we will be able to serve our country better later because we are in school now. Trained people are needed for the war effort, and possibly more important still, for the gigantic task of post-war reconstruction. Although many of us would like to be in active service, school is the most useful place for us to be at the present time. . . . We should make school work our contribution to the war effort, resolving to make the most of the opportunity we have to

prepare ourselves for more active service to our country."

The Centennial year was a year of hard work, of plans for future expansion when the restrictions and shortages of war had passed, of inspiring and thought-provoking episodes, and of unforeseen emergencies. It was a characteristically Seminary year out of which advantages have been wrested and more advantages will be wrested. There was the stuff of which opportunities are made.

The Centennial year program officially opened on the evening of October 1 in Nelson Memorial Hall. Dr. J. Rolland Crompton, the District Superintendent of the Wilkes-Barre District of the Methodist Church presided during the ceremonies. Dr. Fleck addressed the group pointing out that fire, flood, and war were crises that marked the progress of the Seminary. "Dr. Fleck most eloquently expressed his gratitude to the Wyoming Conference for the effort it is making to help Wyoming Seminary and explained how the Seminary is attempting to repay this service." The address of the evening was given by Bishop Richardson who highly recommended Wyoming Seminary. He said that the Seminary gives to its educational program a feeling of toleration toward all religions . . . In conclusion, Bishop Richardson applauded the Seminary's effort to continue her important work and begged for the support of the districts in the worthy drive for the Centennial Fund."

On October 7, 1943, the Wilkes-Barre "Record" included with its regular edition a supplement entitled "The Wyoming Seminary Centennial." This magazine section told the story of many phases of the Seminary's

development through the century in articles especially written for this pleasing and informative publicity. Faculty members, alumni, members of the administration wrote feature articles or gave interviews. Business houses and friends of the school contributed the advertising. The "Opinator" concluded its notice of this service, "we wish to thank the 'Record' for its outstanding and unique work and all those corporations who by means of this magazine offered best wishes to our school." Previous to this the Sunday "Independent" of Wilkes-Barre had devoted a section to Wyoming Seminary which was sponsored by the Kingston Business Men's Association as a surprise for Dr. Fleck. In fact the entire community revealed the most friendly spirit toward the school.

Then a blow struck in the midst of plans and prepared and tentative programs. Dr. Fleck had not been in good health for some weeks. He was taken to the Nesbitt Memorial Hospital for observation and thorough examination. It became evident that only a serious abdominal operation could save his life. The apprehensions felt and expressed by students, friends, faculty, alumni, indeed a host of admirers and supporters who knew of the time and energy he gave to every project worthy of support was a tribute to the character of his leadership. The "Opinator" in its editorial column stated the following: "Everyone in the school is aware that Doctor Fleck is critically ill at the Nesbitt Hospital. It should not be necessary to say that we miss him, for of course we do. As he wishes, things are going on as usual during his absence. We are continuing to have our athletic contests and other social functions.

"Several boys have volunteered to give blood transfusions for the Doctor. Not all of us can help in so direct a manner, but we want to take this opportunity to say that we are all thinking of Doctor Fleck and praying that his recovery may be speedy."

Following the operation blood transfusions were necessary for his recovery which for a time had seemed doubtful. However, he responded with unusual promptness and was soon out of danger and on the road to recovery. Medical science had triumphed and Dr. Fleck's deep determination to complete the work he had begun was a very real aid in his amazing recuperation.

On October 20 the Finance Committee of the Board of Trustees held a special meeting. "Mr. Bennett made a statement concerning the illness of Dr. Fleck and the need for relieving him of the burden of the administrative work and the Centennial Fund campaign until he has recovered. It was thereupon recommended that Dean Adams be authorized to take care of administrative details, and that the Secretary of the Trustees, Dr. Clemens, take care of correspondence in connection with the Centennial Fund Campaign in the Churches of the Conference."

According to the plans that had been made before Dr. Fleck's illness, the Centennial Fund Campaign to raise $100,000 through pledges secured in the Conference Churches was to be conducted first. Dr. Fleck was the chairman of this Conference Committee. In early October a resolution had been prepared for the Board by the Finance Committee which guaranteed that . . . "all moneys contributed by the Churches of the Conference will be allocated for the specific purpose of building improve-

ments and that no money from this source shall be put to any other use unless such action be authorized by the Conference." This assurance seemed necessary because none of the building improvements could be attempted until the war was over. Dr. Fleck's illness came just as this part of the campaign was getting under way. Although the question of hiring a professional campaign leader to raise funds among alumni and friends was discussed at the October 20 meeting, the war and the difficulty of securing such a leader and an effective organization during so grave a period of national crisis led the Trustees to take no further action. Although the Alumni part of the Centennial Fund Drive was not organized yet, Benjamin Jones, Jr., President of the Alumni Association had been chosen as chairman of the drive.

Most of the Churches of the Conference had a special Wyoming Seminary Sunday on which the Church membership was canvassed for subscriptions to the Centennial Fund. Dr. Norman Clemens who handled the correspondence, when Dr. Fleck was ill, conducted a most successful campaign in the Kingston Methodist Church devoting the last Sunday in October to the Seminary. The evening service was entirely in the hands of the Seminary personnel. As the "Opinator" reported it: "Barbara Matz gave the Scripture reading; Charles Nomenburg, the prayer. The Seminary Girls' Glee Club, led by Miss Elsie Perkins, sang 'British Children's Prayer.' It was the Glee Club's first appearance outside of the school this season. Miss Perkins sang a solo, 'Hear My Cry, O Lord,' and Jean Krzyinski played as a violin solo, Gounod's 'Ave Maria.' " The writer spoke of the heroic administration

of Reuben Nelson which first set so high a standard of performance for all who have subsequently had administrative connections with the school.

Dr. Fleck's recuperation was so rapid that he was able to preside at the next special event of the Centennial celebration. On December 13 Walter S. Carpenter, Jr. head of the DuPont Corporation spoke to the student body on the subject of labor, capital, and management. Although a difficult subject to present to a student body, Mr. Carpenter did such an excellent piece of work in combining interest and clarity, that the audience was unusually enthusiastic. Perhaps his introduction won their support and sympathy, for he spoke of his senior oration or more accurately senior orations since two orations delivered in Chapel were required of each graduating Academic student in 1906. In the Trustee meeting which followed, a rising vote of thanks was accorded to Mr. Carpenter in appreciation.

The fact that Dr. Fleck could take part in the day's proceedings was a matter for rejoicing. This spirit was expressed by the "Opinator" in the February 4, 1944 issue upon the occasion of his birthday: "This has been a hard year for Dr. Fleck, and we all realize the tremendous responsibilities that he has in directing a school of this size, especially during war time. We are also very glad to see Dr. Fleck around the campus and at his usual work after his remarkable recovery. Once again . . . our wishes for many more happy birthdays in the coming years."

The problems and complications of wartime increase the problems and vexations of administration as well as aggravate the anxieties concerning the future. All per-

sonnel must work under added tension with few opportunities for relaxation or diversions of normal times. Much of the time the teachers have had to carry extra work either because colleagues are ill or because a newly engaged teacher leaves or a teacher has been called by the armed services. In his April report to the trustees in 1944, Dr. Fleck commented on this: "You will receive the report of the Teacher's Committee recommending the reelection of all the present faculty members . . . It gives me particular pleasure to subscribe to this recommendation because there has probably never been a year in the history of the school which demanded and received a finer spirit of faculty cooperation. The program of the school was interrupted by the illness of several members of the faculty and by the prolonged period of hospitalization of the president, but the work of the school was carried on with the usual high degree of efficiency because of the fine willingness on the part of the faculty to assume additional obligations in order that this might be accomplished." For the whole academic year the teacher-week absences due to illness totaled 34.

With war plants paying war work wages and overtime, unrest very naturally has occasionally manifested itself among other employees of the school, especially those who keep the boarding department operating. Likewise frequent illness has forced additional burdens of work upon the domestic women workers. With rationing, shortages, and higher prices running a dining room has been increasingly difficult. Each student and faculty member in the boarding department is required to turn in his or her ration books with sugar and food stamps.

Frequently regulations issued by government administrators do not take into consideration an institutional boarding department where many are five-day boarders and spend week-ends at home. The matron's problems of buying and management have likewise greatly increased. However, the Seminary has been very fortunate in these war years, for food has been adequate and shortages very infrequent. Miss Maxfield has managed her department with skill and patience as war conditions surrounding supplies and employment have increased restrictions. The spirit of cooperation has been manifested here as elsewhere in the school life.

Perhaps the effect of war is more noticeable in the tensions and unrest among some of the students especially some of the boys who become unsettled and anxious in regard to the immediate future. Some homes are broken up by enlistment in the armed forces or call to war work and the effect is soon evident upon the 'teen-age numbers of the family. Then there have been mental and physical examinations for the boys enrolled in army and navy programs. Commenting on this phase of the Centennial year, Dr. Fleck in his report to the Board wrote, "In spite of the fact that all secondary schools are very conscious of the spirit of unrest, particularly among boys, I feel that our record in both scholarship and citizenship is very commendable. The standard of scholarship has been on a par with that of the past and the discipline record shows no more serious infraction of rules than in previous years . . . Our total registration this year is 188 boys and 321 girls." Thus, although registration in the academic courses was a little above any time since 1936, the general discipline

was good and morale remained high. The greater seriousness and thoughtfulness of the students of the junior and especially the senior year were well expressed by one of the members of the 100th class in the columns of the "Opinator." Some of the thoughts which help to explain the student point of view are quoted as follows:

"When a girl or a boy drops her attention in class and stares out of the window, what is at the bottom of this preoccupation? True, it may be just wanting to get away from something unattractive inside, for day-dreaming is an escape. But, there are deeper causes. Perhaps it is a hunger for things intangible, 'Homesick for steadfast honey,' as Emily Dickinson says. It is more than a sensuous reaction to beauty; it is a suggestion of so much that we cannot grasp, the realization of which is much more disturbing than a fuller knowledge. It may be that she is thinking of all her friends who are leaving for the Armed Forces and remembering what one friend said to her, 'It is like taking candy from a baby when you jerk a kid of seventeen or eighteen out of one world of home-life and civilian rules into another of rigid discipline'. . . .

"The person, who said youth is never serious, never saw a fellow bite hard to keep back the tears when he sees a silver plane cut through the sky towards the sun and thinks that he will be up there soon.

"Yes, we hope for the future, and that leads me up to the sill of the most important door, the door which, if opened, reveals the very edge of truth, or beauty, and of life. It is the door of courage, which gives us the daring to do something we have dreamed, to believe in ourselves and God so deeply that we try. . . .

"Now we have a fight to win, a fight in which nobody sees the opponent or the blows except in tortured eyes, compressed lips, and preoccupied attentions. It is a fight for balance, poise, to reconcile beauty and ugliness, all human passions, with God and religion, and to find the right balance between work and play so that they do not work at cross purposes . . . We are afraid we do not have the courage; we are afraid of making mistakes. But I say that it is not whether we succeed or fail that matters, but whether we have played for the best we know that counts.

"Why should we close the door to our dreams just because there is a war? Today we belong to our country; our bodies must be used like machines, but tomorrow we will need all the courage and self-respect that we can store up now, and we must learn to live at 'The peak of ourselves,' for tomorrow belongs to us."

When the Cum Laude regional meeting was held in Philadelphia in the spring of 1943, plans were made for Region V to hold its annual meeting at Wyoming Seminary as a part of the Centennial program. On Saturday, May 6, 1944, this district of which Dr. Fleck was the regent, sent delegates so far as restricted transportation would permit. "The theme of the meeting was 'Keep the Torch of Culture Burning' and was introduced by Mr. Brace, president of the Wyoming Chapter . . . in an address of welcome. In response to Mr. Brace's welcome, Mr. Cecil A. Ewing, Registrar-General of the Society, spoke of the Wyoming Chapter as one of the strongest . . ." The three morning speakers centered their thoughts around the real spirit of a cultural education as opposed

to the war-time emphasis on forms and matter. Dr. William S. Litterick of the Peddie Chapter spoke on 'What Torch? Lighted by Whom?" The gist of his thought was summarized by the "Opinator" reporter in this wise: "Cultural values lie with the humanities, what we term a liberal education, and these should have as their end three things: ethical and moral standards, spiritual insight and strength, and productive leisure time . . . The Liberal Arts produce the understanding of the interdependence of human beings. The teachers of the nation must keep alive the humanizing influence of the liberal arts and emphasize the broad tolerance and define the ethical content contained in the humanities."

The student speaker was Mary Emma Mertz, who represented the Tower Hill School. Her subject was "The Liberal Arts in a War Curriculum." She said that only the liberal arts subjects in the school curriculum could keep the nation from an entirely military habit of thought. The third speaker was Mr. David F. Chapman of the Mercersburg Chapter who spoke on the subject "Streamlining Culture." He stressed the fact that culture was to be founded on solid rock. He expressed the fear that the military programs by stressing the technical and practical threatened those things which are dear to us. Much of the educational thinking of recent years has put much stress on doing things and leaves the mind undisciplined. "Colleges are leaving out a philosophy of life. One generation will never know a full education. Freshmen are taught the use but not the control of tools."

A period of discussion followed and then a luncheon was served in the Seminary dining room. The morning

program had been held in the Adelphian room on the third floor of Sprague Hall; the afternoon meeting convened in the Chapel and opened with a musical program. The address was given by Dr. David R. Porter, President-General of Cum Laude Society, principal of the Mount Herman School, and at present working under the auspices of the Y. M. C. A. in the prison camps. He spoke on the work being done for prisoners of war, especially educational programs. In Europe the prison camps were the only safe places where constructive work for the future could be carried on. Plans were being made to provide examinations and course credits for enemy as well as allied war prisoners which prepare the boys to continue and complete their education after the war. With Dr. Porter's address, which brought the war very close to the listeners, the annual meeting of the Region V of the Cum Laude closed.

The Commencement season came with the usual rush of examination week, the final marks in the grade book, and the Cum Laude membership increased by those of the graduating class whose work made them eligible. As the editorial of the last "Opinator" stated it, "Once again the last of the school year approaches, and with it the omnipresent knowledge that time is slipping like sand through our fingers. . . . Although the prospects of vacation and new experiences arouse eager interest, one realises that an unforgettable phase of life is over upon graduation from Wyoming Seminary. Gone are the happy associations with fellow students . . . So with graduation comes the melancholy nostalgia of days that can never be relived." Over the closing scene there was the ever-present

shadow of war. Many of those who were graduating soon must take their place in the armed services; before the close of the year a number of the class had already entered the service. The war likewise curtailed other plans for the Centennial observance and restricted the attendance and program of alumni day to some extent. The baccalaureate sermon was delivered by Dr. Roy L. Smith, Editor of the "Christian Advocate" and the Commencement address was given by President Daniel L. Marsh of Boston University. The important fact in retrospect was the uninterrupted continuity of the school year with the educational program able to function and the buildings and material equipment free from the hazards of air attacks, of V-2 rockets, of front line battle, or the devastation of civil war. The speakers had been able to discuss the future and the principles of a sound peace because Wyoming Seminary was a going concern and could open the second century dreaming of new and renovated buildings and could lay some of the foundation now for the coming peace. The shadow and tragedy of war were present, reaching into every family represented to produce a sense of insecurity and uncertainity.

In his report to the Board of Trustees on June 3, 1944, Dr. Fleck commented on the future in this manner: "I begin this final report of the century with a special sense of responsibility, not only because of the distinguished records which those who have preceded me have made, but also because I am conscious of the fact that the decisions which we make today will help or hinder the administrations of the future. As we award diplomas to the 91 boys and girls, . . . I am, as always, concerned

as to whether we have given them the foundation necessary for good citizenship and for happy, constructive living. The record of the past century in this respect is our justification for asking that the school be equipped to carry on its traditions and pattern of education into the second century. Intelligent, forward-looking planning today will assure us of effective results in the new tomorrow. Vigilance in guarding real values, unstinted industry in the pursuit of sound educational objectives, and the avoidance of sensationalism and childish exhibitionism must characterize our unremitting effort. . . . Our curriculum must be the object of constant scrutiny and study. Attention must be given to air-age geography, to a greater sense of citizen responsibility, to greater concern with international relations, especially with Latin-America and Canada . . . but regardless of the curricular offering, the heart and soul of a school is its faculty. The curriculum is the external pattern, the vehicle which the great teacher uses for the inculcation of abiding truths . . . Wyoming has been blessed by the great number of loyal and devoted teachers and other employees who have made sacrificial contributions to their work. . . .

"It is estimated that at least two million demobilized soldiers will want and should obtain additional full-time education of at least one year's duration. Many of these men, as was the case in the last war, will return to secondary schools . . . These returning soldiers will be mature men who will want serious consideration. The manpower shortage has pushed hundreds of thousands of girls and boys of high school age into manual employment at high wages. It is extremely unlikely that this labor

shortage will continue long after the war ends. Many of these young people and their successors will be out of work. We must be ready to meet the educational needs of this group.

"At the recent meeting of the Wyoming Conference, forward-looking action was taken when the Conference voted to allocate $2,000 annually to Wyoming Seminary for scholarships for needy young people of good character coming from Methodist homes within the Conference. It will be the responsibility of both the Church and the school to direct thinking which has been confused by the demands of war to the citizenship requirements of a peaceful, friendly, cooperative society. For, to many people, Americanism means little more than the right to vote and to talk about people in positions of authority but seldom does the term connote the duties and the obligations of individual citizens. Citizenship involves more than mere knowledge. It must take account of attitudes, performances, and individual adjustments. It recognizes the need for adjustment from a wartime regimentation which involves little opportunity for individual choice to a condition where the individual may get advice and direction from sources of his own choosing, but in the end he makes his own choices and accepts responsibility for the consequences of such choices. As it was important that he should be trained to carry out an effective part in war, so is it important that he be trained to participate effectively in civil life . . ."

In regard to the plans for building renovation, the Centennial Fund Campaign of the Conference had raised over $30,000 of the $100,000 the 1943 session had

pledged as its share of the fund. Over $26,000 of that amount was in cash and war bonds. By June without a campaign organization as in the case of the Sprague Memorial drive but largely by correspondence and some personal contacts, the $200,000 goal of the alumni and friends had nearly been reached with over $195,000 already raised. By September, 1944, just a century from the original opening day, the latter fund was well over $200,000 actually turned into the administration. Not only was this response on the part of so many alumni and friends of Wyoming Seminary very encouraging to the administration and the Board of Trustees, but there was every reason to believe that by the close of the year, 1944, the total fund would be close to the original goal of $300,000. Although specific plans had not been adopted, tentative proposals in regard to building renovation and rebuilding are in the making so that, once the war is over, work can begin immediately. It is probable that the building changes and new building requirements will exceed the present sums in another decade. War conditions especially in regard to employment have made more evident the vital need for an old age retirement plan . . . "to keep in line with the humane provision for old age retirement which is commonly practiced in industry, public office, and in the Church." Dr. Fleck thus stressed this lack of an essential service for both the faculty and other employees of the school and urged upon the trustees the adoption of such a plan as soon as possible.

Dr. Fleck closed his report, the last of the first century with these words: "It has been well said that a great school must have its 'roots in the soil of the past and its branches

reaching to the stars of the future.' Otherwise it lacks experience and motive necessary for noble achievement in the present. It is my earnest hope and prayer that this school which has received such a rich heritage from the past and has rendered such conspicuous service to thousands of constructive citizens may find sufficient motive in the present to meet the challenge of this day in a manner worthy of its distinguished past and of the hope which the stars of the future promise."

It is September 1944. The first century is a chronicle of many interwoven lives which formed the pattern of this book. There have been great changes since September 25, 1844; there have been an abiding faith and strength which are changeless. The farmlands and the orchards are gone; the village lanes and the deep wooded path to the Eddy, the careening mail coach, the canal boat, the distant note of the boatman's horn—all these are surely the properties of some candle-light tale. The streets of many homes and brick-paved lanes have closed in on the Seminary campus with the gradualness of steady growth; the horse-car and the trolley-car have been replaced by the automobile and the trolley-bus; overhead the frequent drone by day or night of the airplane motor mingles with the restless fuming of a noisy, metropolitan living. The beauty of the campus today is a subtler beauty which must be lived with, must be felt as an inner response to light and shadow and blended colors. The vistas of a broad and open rural serenity are more confined and concentrated in the geometric forms of urban buildings. Yet to one who lives awhile on the campus, there are unfor-

gettable moments, when all the beauty and romance of many weeks of routine steal in upon the senses in one remembered picture: the bell tower against a moonlit sky; the bright porch lights and the yellow radiance from many windows upon a new fallen snow; the chapel clock striking with hesitating strokes, muffled by the winter cold and frosty air, some midnight hour; the magnolia and the cherry trees in the miracle of full bloom with a mild spring sun and a warm breeze. A graduate of the early 1930's has written from the grim realities of South Pacific war against the Japanese these two remembered pictures: "There was that night I stood on the fire escape just under the big blossoms of the horse chestnut tree. There was a party going on in the newly-built Sprague Memorial. There were lights, distant music, and lovely girls in evening dresses with excited voices going in and out. . . . I smelled the scent of the horse-chestnut blossoms, felt the warm breeze and opened all my senses to a kind of glory. . . . I suppose it was because I was 15, because I was infatuated with spring and the stars and the night and all the faraway and beautiful activity . . .

"There was another time, too. My roommate and I were getting ready to go to the graduation exercises. I was pretty proud of my white flannels and have not had a pair since. But through some inexplicable instinct, I went to the window overlooking the back campus. It was early afternoon and the sun was coming through the broad green leaves of the sugar-maples. I stood there almost hypnotized. My room-mate came over and looked at my face in astonishment. 'You're almost crying,' he said. I nodded. 'Sure,' I told him. 'I'll never see those leaves and

that color just like that ever again.' He became very serious. He was a good roommate."

The boys and girls hurrying in and out of the buildings to classes certainly do not resemble the earlier student body of 1844-1845 in dress and decorum. Short skirts and "bobby socks" would have loosed an avalanche of sermons and precepts; the easy intimacy between boys and girls would have shocked earlier generations; their everyday slang would have horrified the elders of a century ago. Yet beneath the superficial changes of several generations, there lies the same serious intent, the same desire to dream, the same idealism. Boys and girls of but a few classes back are giving their hopes and ambitions in service on many distant battlefields that those values they have known and loved might continue to be the standards for future classes. A girl who graduated in this Centennial class of 1944 wrote of the meaning of the Centennial in the "Opinator" for March 17, 1944: "Born in turbulent, unsteady times, rocked by the ebbs and swells of inevitable suffering and endurance, fed by dreams and intelligent determination, educated by educating others, fortified by the spirit of God, the school of our choice has developed with the years. This year, as we celebrate Wyoming Seminary's Centennial by commending its past record, we think simultaneously of its present and its future, for greatness applies to the future. The Seminary is today a portrait of its yesterday and a promise of its tomorrows. One hundred years of stimulating young minds to a quest of great ideas, books, and people has implanted its roots firmly in the past and assured its fruitions in the future.

"One of the greatest problems of the world is to revere

the past but not to become a slave to it, to utilize it to enrich the future but not to allow it to become an instrument of retarding progress. This requires delicate balance, a grasp of essentials, an ability to put first things first. Wyoming Seminary has not died in the tomb of its past because its leaders have possessed these qualities . . . That these men who have dedicated their lives to the search for truth through education have been repaid in full finds evidence in the fact that teachers have stayed here year after year, feeling no need for a wider sphere. After all education is only a means to an end. Knowledge is useful only so long as it enables us to know ourselves and fulfill our purpose in the world. What is that purpose? As I see it, only to grow, in mind and soul and experience. Physical growth comes as a matter of course, or we die. As a man grows in stature, so must he grow in wisdom or suffer a living death within the servitude of ignorance. And so, always seeking to outgrow herself Wyoming Seminary has justified her existence and faces a new century of productive gardening amid the rank weeds of immaturity.

"We cannot think of the past without ourselves becoming a part of it, and so as we try to define the Seminary's appeal in terms of ourselves we find it an inscrutable feeling. It is a warm feeling in one's heart when, its routine forgotten, it becomes a part of the lives it has touched. It is this that has led successful graduates to send their children and grandchildren back year after year, hoping that they too might enjoy its gift. . . . Wyoming Seminary is not its buildings, its presidents, it faculty, its students, its standards, and yet it is all of these. I look back upon the

tradition of its life, and feel that it is good. The very buildings speak. You have but to tune your ear to these old walls to hear a tale of human courage and integrity which will thrill you and make you proud of your right to become a part of it. Here you may learn to use the knowledge which sifts the True from the sands of time. Here you may see that Good is constructive and well-ordered, while bad, aside from just being bad, is the author of confusion and unhappiness. Here also you may find that through the freedom of self-control, the True and the Good resolve into the Beautiful."

The End

PRESIDENTS

*Rev. Reuben Nelson, M. A., D. D. 1844-1862, 1863-1872
*Rev. Young C. Smith, M. A., D. D. 1862-1863
*Rev. David Copeland, M. A., D. D. 1872-1882
*Rev. Levi L. Sprague, M. A., D. D., L. H. D.....1882-1936
Wilbur H. Fleck, M. A., LL. D., L. H. D. 1936-

PRECEPTRESSES

*Ruth S. Ingalls 1844-1845
*Mrs. Eliza Y. York 1845-1846
*Frances Worthing 1846-1848
*Mary Dietz 1848-1852
*Emily Carpenter 1852-1854
*Mary E. Wood 1854-1860
*Hannah U. Price, M. A. 1860-1865
*Augusta M. Hubbard, B. A. 1865-1868
*Ellen R. Martin, M. A. 1868-1873, 1874-1881
*Mary A. Norris, B. A. 1873-1874
*Anna M. Thompson, B. A. 1881-1882
*Anna A. Fisher, B. A., M. A. 1882-1891
Mrs. Minnie M. Beebe, B. A. 1891-1898
*Charlotte L. Chubbuck, M. A. 1898-1907
Emily W. Mills, B. A. 1907-1913
Clara L. Robinson, B. A., B. Ped. 1913-1916
Annie L. Richardson, B. A., M. A. 1916-1920
*Mrs. Cora Knight Clifford, B. A. 1920-1921
*Rose M. Clark, B. S., M. A. 1921-1926
Erma E. Foster, B. A. 1926-

(*Deceased)

DEANS

Wilbur H. Fleck, B. A., M. A., LL. D., L. H. D. ...1917-1936
James A. Adams, B. A., M. A. 1936-

MATHEMATICS

*Winthrop, W. Ketchum 1844
*Giles LaBar 1848
*Henry M. Hoyt, B. A. 1850
*Philip Myers, B. A. 1851-1853
*James W. Westlake, Asst. 1852-1854
*Rev. George B. Day, B. A. 1854
*Elias R. Pennover, B. A. 1855
*Wellington LaMonte, B. A. 1856-1858
*Wesley O. Holway, B. A. 1859
*Byron D. Sturdevant, B. A. 1859-1864
*William B. Westlake, B. A. 1860-1863
*James E. Stoutenburg, B. A. 1865-1868
*John F. Williams, B. A. 1869
*William Todd, M. A. 1870-1872
*Oscar J. Harvey, B. A. 1872
*Rufus, B. Howland, B. C. E. 1873-1887, 1888-1917
Joseph C. Hager, B. A. 1887
*Alice B. Russell, M. E. L. 1895-1906
Alice Phillips, B. A. 1904-1906
*Elizabeth Church, B. A. 1906-1914
Susan B. Howland, B. A. 1910-1916
S. Morton Cooley, B. A. 1915-1917
Paul W. Waterman, B. A. 1917
Joseph E. Pooley, B. A. 1917-1918
Caleb H. Niles, B. A. 1918-1920
Edgar S. Brace, B. A. 1919-
James A. Adams, B. A. 1920-
Walter R. Fleet, B. A. 1920-1926
Norman W. Smith, B. S. 1925-1941

Erma E. Foster, B. A. 1926-
Theodore S. Abbott, B. A. 1926-1929
Samuel A. W. Peck, B. A. 1929-1931
Roger C. Bacon, B. S. 1929-1931
M. Philbrick Bridgess, B. S., M. A. 1931-1933
Paul D. Wolfe, B. S., M. A. 1936
Raymond A. Sparks, B. S., M. A. 1937-1942
Walter Davidson, B. S., M. S. 1941
Frederick H. McGown, B. A. 1940-1942, 1943-1944
Anna W. Kutzer, B. A. 1942-
Stall, Dallas F., B. A. 1942
Barclay Tucker, B. S. 1944-

ANCIENT LANGUAGES

*Elisha B. Harvey, B. A. 1844
*Rev. David R. Carrier, B. A. 1845-1847
*Edwin C. Griswold 1848
*Rev. Young C. Smith, M. A. 1849-1862
*Rev. John Reubelt, Asst. 1851-1854
*Larmon R. Abbott, B. A. 1866-1872
*Rev. George W. Forsyth, M. A. 1864-1869
*Mark R. Sooy, B. A. 1870-1871
*A. J. R. Randall, B. A. 1871-1875
*Rev. Cyrus C. Lovejoy, B. A. 1875-1880
*Myron R. Sanford, B. A. 1880-1886
*Anna A. Fisher, M. A. 1885-1887
Wilbur F. Dales, B. A. 1886-1889
Bertha Bannister, B. A. 1887-1893
Fred M. Davenport, B. A. 1890-1893
Wesley A. Lake, M. A. 1894-1895
Helen M. Wood, B. A. 1894
Anna M. Knapp, Ph. B. 1894-1901
*Pedro R. Gillott, B. A. 1894-1930
Laura G. Thompson, Ph. B. 1900-1902
*Merritt L. Harding, B. A., M. A. 1903-1911

Wilbur H. Fleck, B. A., M. A., LL. D., L. H. D. ...1911-
Parker H. Burt, B. A. 1919-
Chester D. Perry, B. A. 1921-1923
Edwin J. Roberts, B. A. 1923-
Theodore S. Abbot, B. A., M. A. 1926-
Catherine L. Eyer, B. A. 1928-1929
Bentley S. Shafer, B. A., M. A. 1930
Frank P. Stevens, B. A. 1930-1933

ENGLISH AND ENGLISH LITERATURE

*Emily Carpenter 1853
*Mary E. Wood 1853-1858
*Hannah U. Price, B. A. 1858-1864
*August M. Hubbard, B. A. 1864-1867
*Ellen R. Martin, M. A. 1867-1873, 1875-1881
*Mary A. Norris, B. A. 1874
*Mary M. Tompson, M. A. 1882
*Anna A. Fisher, M. A. 1883-1891
Mrs. Minnie M. Beebe, B. A. 1891-1898
John H. Race, B. A. 1890-1893
Arthur C. Howland, B. A. 1894-1895
*Pedro R. Gillott, B. A. 1895-1902
Junius W. Stevens, Ph. B. 1902-1909
*Charlotte L. Chubbuck, M. A. 1899-1907
Laura G. Thompson, Ph. B. 1902-1908
Guy W. Rogers, B. A. 1906-1908
*John Coxe, B. A. 1908-1911
*Harriet Fisk, B. A., M. A. 1908-1926
*Russell R. Trebilcox, B. A., M. A. 1909-1928
Ernest E. Quay, B. A. 1911-1927
Worth Howard, B. A. 1922-1924
Leroy E. Bugbee, B. A., M. A. 1925-1927
Elizabeth Washburn, B. A. 1924-1927
Anna L. Hibbs, B. A. 1926-1927
Helen L. Brown, B. A., M. A. 1927-

Harold E. Brown, B. A., Ed. M. 1927-
Mark G. Pierce, B. A. 1927-1929
Charles L. March, B. A., Ed. M. 1928-
Horace S. Parker, B. A. 1929-

ELEMENTARY ENGLISH

*Sarah W. Tompkins 1844
*Edwin F. Ferris 1844-1845
*L. Jane Williamson 1846-1847
*J. Wills Westlake 1851-1853
*B. D. Sturdevant, B. A. 1853-1854
*Charles W. Sharpe 1853
*George W. Comfort 1854
*Charlotte A. Miller 1854
*E. D. F. Brownell 1855
*E. Warren Everett 1855
*Mrs. Caroline Pennoyer 1855
*Mary E. Nelson 1855
*J. W. Hodge 1855-1856
*J. H. Bronson 1856-1857
*William B. Westlake 1856
*W. S. Smyth 1858
*L. C. Floyd 1858
*A. J. Weaver 1865
*Thomas H. Dale 1865-1867
*D. R. Baker 1866-1868
*S. M. Lindsley 1868
*John F. Williams 1869
*Samuel J. Austin 1869
*William Todd 1870
F. O. Gaston 1871
Christine E. Stevens 1871
*Sarah M. Soule 1872-1882
*William H. Putnam 1883-1888
Clara Paterson 1883-1884

M. Alice Holt 1883-1884
Wm. B. Miller 1883
*Wm. W. Alexander 1884
Theodore Ross 1885
*Alice B. Russell 1891-1894
Edward L. Shepard 1886-1887
Elma G. Shaw 1886
*Luman E. Sanford 1887
Carrie Goodel 1888
*Edward I. Wolfe 1888-1926
Julia M. Hodge 1889-1891
Laura J. Sprague 1899-1921
Benjamin M. Johns 1902
Samuel D. Sibley 1903
*Leon G. Russell 1903-1904
Ami P. Cope 1905-1906
John W. Gray 1906-1907
Mrs. Wilbur H. Fleck 1921-1932
Elizabeth Washburn, B. A. 1926-1927
Martha R. Washburn 1927-1930
Mrs. Ruth T. Roberts, B. A. 1930-1932
Horace S. Parker, B. A. 1932-

MODERN LANGUAGES

*Mary Dietz, German 1848-1851
*Rev. John Reubelt, German 1851-1854
*Mons. H. de La Place, French, Italian, Spanish 1852-1853
*Mrs. Louise Whitney, French, Italian 1853-1854
*Joanna Matthias, French, German 1855
*Gustav Hahn, B. A., French, German 1856-1858
*Wesley O. Holway, B. A., French, German 1858-1860
*Larmon R. Abbott, B. A., French 1866-1868
*Rev. George Forsyth, M. A., German 1866-1868
*Julian Thoulet, B. A., French 1869
*Eugene C. Frank, B. A., German 1869

*J. G. A. Siegfried, B. A., German 1870
*Laura J. Spencer, French, Italian 1871
*Catherine Schmidt, German 1872-1876
*Julius Doerner, German 1879
*Rev. F. F. Buermeyer, German 1880-1882
Anna A. Fisher, M. A., French 1882-1884
*Charlotte L. Blackman, Mus. B., German, French ..1884-1928
*Merritt L. Harding, M. A., German 1903-1907
*Blanche W. Espy, German 1905-1906
*Harriet M. Stites, French 1906-1907
Susanna Ulrich, B. A., French 1907-1908
Mrs. Margaret G. Noves, French 1908-1912
Catherine F. Crocker, French 1912-1913
Agnes J. Sumner, B. A., French 1914-1915
Olga C. Hecker, B. A., French 1915-1917
Edgyth Babbit, French 1917
Parker H. Burt, B. A., French 1919-
*Pedro R. Gillott, M. A., Spanish 1917-1928
Mrs. Wilbur H. Fleck, Spanish 1920-1929
Sara A. Miles, German 1928
Isabella Houk, M. A., French 1928
Lawrence G. Sampson, B. A., M. A., German, Spanish 1928-
Catherine L. Eyer, B. A., French 1928-1933
Theodore S. Abbot, B. A., M. A., French 1931-
Frederick H. McGown, B. A., Spanish 1942-1944
Anna W. Kutzner, B. A., German 1942-

SCIENCE

*Edwin F. Ferris 1844-1848
*Giles LaBar 1848-1849
*Abram Goodwin, B. A. 1850
*Robert H. Tubbs, M. D. 1848-1855
*Philip Myers, B. A. 1851-1852
*James W. Westlake 1853
*Charles W. Sharpe 1853-1854

*George A. Wood, B. A. 1855
*R. H. Little, M. D. 1856-1857
*Byron D. Sturdevant, B. A. 1859-1861, 1864-1865
*W. S. Smythe, M. A. 1866-1868
*Larmon R. Abbott, M. A. 1869-1871
*Austin W. Clinton, B. S. 1872-1873
Herman L. Fairchild, B. S. 1874-1875
Charles E. Davis, B. A. 1876-1877
*Rufus B. Howland, B. C. E. 1878-1882
Charles M. Allen, B. A. 1882-1889
*Charles O. Thurston, B. A. 1889-1909
Roland H. Williams, Ph. B. 1899-1901
William J. Ferguson, B. A. 1901-1902
George B. Lufkin, B. S. 1902-1904
Archibald S. Bennett, B. S. 1904-1905
Sherman D. Chambers, B. S. 1905-1907
Otis A. Thompson, B. A. 1907-1909
*William E. Traxler, B. A. 1909-1939
Ernest L. Kibby, B. S. 1909-1911
Louis C. Jordy, B. S., M. S., B. Ped. 1911-1917
Thomas A. Wood, B. A. 1917
Anna Ahrweiler, H. A. & S. 1912-1916
Evelyn Billings Robinson, H. A. & S. 1916
N. Natalie Hallock, H. A. & S. 1917-1928
Ralph V. Morgridge, B. A. 1918-1920
John W. Lincoln, B. A. 1920-1929
Marion E. Richards, B. A., M. A. 1928-1933
Roger C. Bacon, B. S. 1929-1931
J. Theodore Hughes, B. A., M. A. 1931-
Richard L. Dunnell, B. A., M. A. 1939-1942
Walter Davidson, B. S., M. S. 1941
Charles F. Bond, B. A. 1942
Dallas F. Stall, B. A. 1942
Richard R. Abbott, B. S. P. E. 1943-
B. Everett Lord, B. S. 1944-

HISTORY

(This department was made distinct in 1926. Before it was connected with other departments.)

Glenn M. Davis, B. A. 1926-1927
Leroy E. Bugbee, B. A., M. A. 1927-
W. Austin Bishop, B. S. 1928-1936
Horace S. Parker, B. A. 1937-1941
Charles L. March, B. A., Ed. M. 1937-
Dorothy M. Kay, B. A., M. A. 1943-

PRINCIPALS OF THE BUSINESS COLLEGE

*Rev. Winfield S. Smythe, M. A. 1863-1868
*Rev. Levi L. Sprague, M. A. 1868-1882
*Willis L. Dean, M. A. 1882-1942
Ernest E. Quay, B. A. 1943-

TEACHERS IN COLLEGE OF BUSINESS

*A. C. Stahl 1865-1866
*Levi L. Sprague 1866-1868
*John F. Williams 1870-1871
*Wesley A. Kuhn 1883-1927
Samuel M. Schoonover 1883
*John F. Reynolds 1884-1887
Ernest E. Quay, B. A. 1927-
Loren N. Crispell 1930-
Guy C. Meiss 1930-1942

PENMANSHIP

*J. W. Wickersham 1863-1865
*James M. Gibbs 1865-1870
*Ezra Loomis 1870-1874

*Willis, L. Dean, M. A. 1875-1941
Loren N. Crispell 1941-

STENOGRAPHY

Fred M. Davenport 1883-1885
John H. Blackwood 1887-1889
Ernest W. Davenport 1889-1892
Ray D. Griffith 1892-1894
*Ruth Peck 1894-1898
Alice Morgan 1898-1906
Frances M. Baab 1906-1909
Maidie Richards 1909-1915
Henrietta Jenkins 1912-1915
Mary Ansart 1915-1923
Anna M. Roy 1915-
Mignonette Holbrook 1917-1939
Elizabeth C. Romans 1923-1925
Mary G. Keenly, (Mrs. Donald Ichter) 1924-
Alice P. Cochran 1925-
Sarah Barr 1936-
Elizabeth Y. Davies, B. A., M. A. 1940-1943
Dorothy M. Kay, B. A., M. A. 1943-

TELEGRAPHY

*J. M. Nicholson 1865
*J. H. Brink 1865-1868
*Albert H. Potter 1869-1870
*Philo A. Sherwood 1871
*F. M. Clark 1872
J. W. Dershimer 1873-1874
Willis D. Kimble 1876
*Willis L. Dean 1877-1882
Fred A. McFarland 1882-1885
*John B. Russell 1886

Howard D. Crydenwise 1887
A. E. Hagar 1888
Stanley Bortree 1889-1891
George W. Disher 1892

(This department was closed after 1892)

MUSIC—PIANO

*Emily H. Schott (Head of Department) 1845
*Victor Gottleber (Head of Department) 1845-1848
*Mrs. Sarah A. Gregory (Head of Department) 1848-1852
*Ellen C. Robie (Head of Department) 1852-1855
*Louis C. Praetorius (Head of Department) 1855-1863
*Penelope E. Baldwin (Head of Department) 1863-1866
(Assistant) 1871-1873
*Charles Pabst (Head of Department) 1866-1871
*Hugo V. Stadler (Head of Department) 1871-1908
Julia Haas (Assistant) 1873
*Hattie Connell (Assistant) 1883
Kate Westover (Assistant) 1884
Cora E. Post (Assistant) 1888-1890
Cora E. Davis (Assistant) 1891-1896
Ernest Bennett (Assistant) 1904-1906
Ernest Bennett (Head of Department) ...1909-1926, 1938-
Bernice Jeffers (Assistant) 1906
Ruth A. Wildermuth (Assistant) 1907
Arthur A. Williams (Head of Department) 1908-1909
Nellie W. Powell, B. A. (Assistant) 1909-1913
Grace E. Hicks (Assistant) 1909-1913
*Curtis Harrower (Assistant) 1913-1917
Mildred M. Eyer (Assistant) 1918-1937
Mrs. Mildred L. Adams (Assistant) 1924-1935
James Harrison (Head of Department) 1926-1938
Sarah Young (Assistant) 1926-
Maxwell R. Lepper (Assistant) 1937-1939

VOCAL MUSIC

*E. D. F. Brownell 1853-1855
*William B. Westlake 1856-1860
*Sanford W. Lyon 1857
*J. B. Sumner 1858
*George H. Smith 1859
*Charles Pabst 1869-1870
*Hugo V. Stadler 1871-1894
*H. E. Cogswell 1884
Cora E. Post 1888-1891
Cora E. Davis 1891-1893
Georgianna C. Taylor, first made a separate department 1894-1896
Winifred Rogers, Mus. B. 1897-1898
E. Orra Barnum 1898-1899
*Sadie E. Kaiser 1898-1905
Marguerite Burnette (Assistant) 1901
Amelia Maier 1905-1910
Anna Laura Johnson 1910-1913
Nina Baylis 1913-1925
Mrs. Emily Fitzmaurice 1925-
Elsie R. Perkins, Mus. B. 1943-

VIOLIN

*Julia C. Allen 1887-1895, 1904-1910
*Theodore Hemberger 1895-1904
Ellen S. Stites 1910-1913
George V. Sheeder 1913-
Betty Pauling 1936-

DRAWING AND PAINTING

*Mrs. Jane Nelson 1844-1853, 1854-1862
*George W. Comfort 1853-1854

*Jennie E. Russell 1862-1865
*Emma C. Hubbard 1865-1867
*Ellen R. Martin 1867-1868
*Mrs. Jennie R. Sprague 1869-1872
*Parthena Lavo, wax flowers and fruit 1869
*Clara Blinn 1872-1876
Clara H. Bannister 1876-1881
*Mrs. Alice Bannister Race, B. P. 1881-1894
Jessica C. Ferguson 1894
Louise R. Jewett 1895-1899
Helen Jackson 1899-1906
Hildegarde Edwards, B. P. 1906-1911
Mildred E. Stillman 1911-1915
Elizabeth Lance 1915-1917
Dorothy E. Russell 1917-1924
Ruth M. Cahoon, B. Des. 1924-1925
Helen G. Krespach, B. Des. 1925-1926
Genevieve M. Goodenough, B. F. A. 1926-1928
Helen M. Brown, B. F. A. 1928-1931
V. Helen Anderson, Ph. B. 1931-

GYMNASIUM

*David G. Evans (Boys) 1898
Maude VanHorn (Girls) 1898-1907
Rowland H. Williams, Ph. B. (Boys) 1898-1907
William J. Ferguson, B. A. (Boys) 1901-1902
Elizabeth Parker (Girls) 1901
June W. Southwell (Girls) 1902-1903
George Lufkin, B. S. (Boys) 1902-1904
Anna M. Morse (Girls) 1903-1909
Archbald S. Bennett, B. S. (Boys) 1904-1906
Sherman D. Chambers, B. S. (Boys) 1906-1907
Otis A. Thompson, B. A. (Boys) 1907-1909
Ernest L. Kibby, B. S. (Boys) 1909-1911
Alice B. Blair (Girls) 1909-1911

Louis C. Jordy (Boys) 1911-1917
Erminie Jones (Girls) 1911-1912
Mary L. Hussey (Girls) 1912-1913
Sue E. Cassidy (Girls) 1913-1916
Vivian R. Blank (Girls) 1916-1919
Paul W. Waterman (Boys, Military) 1917
Caleb H. Niles (Boys, Military) 1918
Edgar S. Brace, B. A. (Boys) 1919-1925
Ruth A. Robinson (Girls) 1919-1924
Elizabeth Washburn (Girls) 1924-1927
John W. Lincoln, B. A. (Boys) 1925-1929
Norman W. Smith, B. S. (Boys) 1925-
Martha R. Washburn (Girls) 1927-1929
W. Austin Bishop, B. S. (Boys) 1928-1936
L. Margaret Hyde (Girls) 1929-1944
Raymond A. Sparks, B. S., M. A. (Boys) 1937-
Walter Davidson, B. S., M. A. 1941
Dallas F. Stall, B. A. 1942
Abbot, Richard R. 1943-1945
Lucy Ann Harris 1944-

ELOCUTION

*W. Locke Richardson, M. A. 1873-1874
*Rev. T. C. Edwards 1882-1888, 1889-1892
*W. B. Powell 1888-1889
*Adelia Breakstone 1892-1896
S. Foss Lamprell 1896-1897
Elizabeth E. Parker 1897-1902
June W. Southwell 1902-1903
Annie M. Morse 1903-1912
Mary L. Hussey 1912-1913
Alice M. Faulkner 1913-1915
Mattie F. Lyon 1915-1919
Verre T. Johnston 1919-1923

Margaret A. Scureman 1923-1926
Zara Culp (Mrs. W. A. Bishop) 1926-1937
Frances E. Nagle 1933-1934
Helen Aurand 1937-1939
June Nagler 1939-1941
Arlene Fay, B. S. 1941-1942
Constance Fish, B. S. 1942-1944
Muriel E. Reese, B. S. 1944-

STEWARDS AND MATRONS

Wyoming Seminary opened its own dining room in connection with the boarding department in 1853.

Rev. Asahel L. Bronson 1853-1857
Mrs. Harriet Whiston 1857-1861
Mrs. Lucy Marks 1872-1875
Mrs. A. T. Bickford 1875-1878
Mrs. A. M. Clapp 1878-1889
Mrs. A. S. Ellsworth 1889-1892
Mrs. J. A. Bloomer 1892-1893
Mrs. L. F. Adams 1893-1897
Mrs. E. T. Gray 1897-1898
Mrs. Ella P. Hamm, she died Sept. 5, 1901 1898-1901
Miss Isabel Clint 1901-1903
Rachel R. Webb 1903-1911
Grace Owens 1911-1912
Viola B. Haskell 1912-1923
Mrs. Louise Fahringer 1923-1925
Mrs. Elizabeth B. Ammerman 1925-1927
Miss E. Blanche Maxfield 1927-

When the Central Heating plant was built in 1929, a new position was created—Engineer and Superintendent of Grounds.

Clarence P. Jones 1929-

TRUSTEES

Bell, Rev. Geo. M., D. D. ...1916-1928, 1934-1941, 1942-
Bennett, Z. Platt, Esq. 1910-
*Bennett, George S., Esq. 1873-1910
*Bennett, Hon. Ziba 1847-1855, 1858-1873
Bickerton, Rev. Jabez G., D. D. 1902-1906
*Bickford, Rev. John H., D. D. 1901-1904
Billings, Wm. P., Esq. 1902-1915
*Boyle, Rev. J. R., D. D. 1891-1894
*Brooks, George G., Esq. 1937-1942
*Brooks, Reese G. Esq. 1902-1907
*Brownscombe, Rev. H. 1865-1868
Burnside, Malcolm, Esq. 1941
*Carpenter, B. G., Esq. 1865-1889
Carpenter, Walter S., Jr., Esq. 1930-
Clemens, Rev. Norman W. 1932-
*Clarke, Rev. H. R., D. D. 1865-1866
*Clift, Charles E., Esq. 1925-1927
*Connell, Hon. William 1882-1908
*Copeland, Rev. David, D. D. 1878-1882
*Darte, Franck G., Esq. 1911-1936
Darte, Mrs. Franck G. 1939-
*Dale, Hon. T. H. 1890-1912
*Decker, Hon. A. I. 1893-1931
Derr, Chester B., Esq. 1902-1905
*Derr, H. H., Esq. 1883-1888
*Dickson, A. H., Esq. 1889-1892
*Eckman, Rev. J. G., D. D. 1887-1898
Fleck, Wilbur H., LL. D., L. H. D. 1936-
*Ford, Thomas, Esq. 1879-1888
*Griffin, Rev. Charles M., D. D. 1902-1906
*Goodwin, Abram, Esq. 1865-1883
*Griffin, Rev. Austin, D. D. 1881-1887, 1899-1904
Guthrie, Rev. Charles E., D. D. 1911-1916
*Hair, Rev. G. R. 1870-1876

*Hard, Rev. Manley S., D. D. 1891-1892
*Hartsock, Rev. Frank D., D. D. 1916-1924
*Hensey, Rev. James A., D. D. 1916-1923
*Jones, Hon. Benjamin R. 1934-1942
Jones, Benjamin R., Jr. 1942-
*Jones, Cyrus D., Esq. 1907-1929
*Kirby, Fred M., Esq. 1910-1940
Kirby, Allen P., Esq. 1941-
*Krohn, Rev. Phillip 1873-1875
*Laycock, Chas. W., Esq. 1902-1940
*Longstreet, S. P., Esq. 1865-1866
Lott, Rev. Fred E., D. D. 1928-1934
*McLean, Hon. William S. 1934-1938
*McLean, George R., Esq. 1927-1933
*McDermott, Rev. H. C., D. D. 1892-1896, 1910-1916
*Mahon, Harold J., Esq. 1934-1937
Martin, Rev. Edward A., D. D. 1916-1924
*Moore, Rev. Samuel, D. D. 1880-1882
Morgan, Gomer W., Esq. 1941-
*Murdock, Rev. L. C., D. D. 1897-1909
*Nelson, Rev. R., D. D. 1865-1878
*Nesbitt, Abram, Esq. 1887-1920
*Nesbitt, Abram G., Esq. 1920-1926
Nesbitt, Abram, 2nd, Esq. 1930-
*Newell, Theodore, L. Esq. 1903-1919
*Nicholson, Rev. J. W., D. D. 1904-1911
*Northrup, A. M., M. D. 1928-1939
*Olin, Rev. W. H., D. D. 1873-1880
*Olmstead, Rev. C. M., D. D. 1912-1922
*Pearce, Rev. W. H., D. D. 1896-1900
*Peck, Rev. Geo., D. D. 1869-1871
*Peck, Fenwick, L., Esq. 1919-1943
*Pettebone, Payne, Esq. 1865-1888
Phillips, Rev. Geo. H., D. D. 1936-1945
*Phillips, Rev. W. L., D. D. 1889-1890
Piper, Rev. A. E., D. D. 1905-1910, 1916-1921

*Porter, Rev. G. P. 1867-1868
*Powell, Geo. K., Esq. 1902-1909
*Pringle, A. J., Esq. 1865-1881
Race, Rev. John H., D. D. 1914-
*Reese, Rev. T. M. 1869-1870
*Reynolds, John R., Esq. 1910-1937
*Roberts, Daniel C., Esq. 1936-1940
*Rosser, Edward M., Esq. 1920-1940
Ruggles, H. W. Esq. 1928-
*Russell, John B., Esq. 1909-1927
Schooley, H. B., Esq. 1928-
*Scott, Rev. O. W. 1879-1880
Shafer, Charles L., M. D. 1937-
*Shepherd, James G. Esq. 1904-1913
*Shoemaker, Isaac C., Esq. 1865-1873
*Shoemaker, Jacob I., Esq. 1874-1927
*Shonk, Albert D., Esq. 1914-1936
*Shonk, John H., Esq. 1889-1900
*Smith, A. DW., Esq. 1923-1944
*Smith, Rev. J. E., D. D. 1878-1879
*Smith, Rev. Y. C., D. D. 1865-1866
*Sprague, Rev. L. L., D. D. 1883-1936
*Sturdevant, Rev. Byron D. 1865-1867
*Swetland, William 1848-1864
*Talbot, Rev. H. V. 1872-1873
*Taylor, L. H., M. D. 1889-1929
*Tuttle, Rev. A. H., D. D. 1886-1888
*Van Schoick, Rev. R. W., D. D. 1883-1890
VanScoy, Isaac S., Esq. 1929-
*Wadhams, Hon. E. C. 1866-1882
*Walker, Rev. I. T. 1867-1868
Washburn, William O., Esq. 1925-
Weeks, Ralph E. Esq. 1931-
*Wheeler, Rev. H., D. D. 1876-1878
*Williams, Anthony L., Esq. 1906-1929
*Willman, Rev. Leon K., D. D. 1921-1936

*Wilson, Charles M., Esq. 1929-1932
*Woodruff, Rev. J. O. D. D. 1881-1885
Woolworth, Charles S., Esq. 1912-
*Wright, C. E., Esq. 1865-1875
*Wyatt, Rev. A., D. D. 1871-1872
*Young, Rev. Frank W. 1924-1932

Bibliography by Chapters

The page numbers *in parentheses* refer to the source book from which the material or quotation was taken. The page numbers given with each reference are those in the text where the source material is used. The Trustees' Minutes are the source of material not otherwise designated.

Chapter I: SEPTEMBER 25, 1844

Notes made by Miss Anderson of the Art Department furnished material for the descriptions of costumes, page 4.

Wilkes-Barre "Advocate" for August 7, 1844, pages 4, 5, and 9. (All newspapers cited hereafter are Wilkes-Barre publications unless otherwise noted.)

The Contract for the first building is in the Wyoming Seminary archives, pages 5, 6, 7, and 12. (Hereafter cited as archives.)

The Rev. Charles L. Rice, a student at the opening of Seminary, wrote some of his reminiscences for the "Opinator" of Sept., 1890, pages 7-8.

Bills for current expenses are in the archives, page 8.

Dr. Sprague's "Founders' Day Address," page 10.

"The Republican Farmer and Democratic Journal" was another of the early local papers, page 11.

In the summer of 1942 the author submitted some questions to Prof. Willis L. Dean, which he answered, page 13.

"A Record of Students' Names, Residences, and Studies," 1844, by R. Nelson, in the archives, page 14

For details of the setting in this Chapter, the author is indebted to Mr. Brewster's "History of Kingston."

Chapter II: KINGSTON vs. WILKES-BARRE

"Centenary of American Methodism," by Abel Stevens, published in 1866 by Carleton and Porter, N. Y. (p. 111), pages 17-18; and (p. 167), page 18.

"The Life and Times of George Peck," an autobiography, published in 1874 by Nelson and Phillips, N. Y., pages 19, 20, 21, and 22.

Dr. Sprague's "Founders' Day Address," page 22.

Letter of William Reddy to William Round, Feb. 24, 1842, page 23.

Letter of William Reddy to Manly Hard, April 10, 1894, pages 22, 23, 25, and 29-30. These letters are in the Wyoming Conference Historical Room.

Document G, 1842, in the Oneida Annual Conference Papers, pages 23-24.

Oneida Annual Conference Journal for the sessions in August, 1843, in Wilkes-Barre, pages 26, 27, and 28.
A document in the Oneida Conference papers quoted in a letter to J. K. Peck from W. D. Rockwell, July 18, 1894, page 26.
Liberia Mission Conference Minutes for 1841 and 1844, page 28.
Correspondence between John Seys and Bishop Waugh in 1843 in the archives, pages 31, 32, 33.
"The First Fifty Years of Cazenovia Seminary," by William Reddy (pp. 179-180), page 30.

Chapter III: THE MAN FOR THE JOB

The "Advocate" for July, 1844, page 35.
Documents in the Oneida Annual Conference Papers for the 1852 session relating to the trial of David Holmes, page 36.
Memoir of Silas Comfort in the Oneida Conference Minutes of 1868, pages 36-37.
Oneida Annual Conference Journal for the sessions of 1841, a Resolution on Silas Comfort, page 37.
Baltimore Conference Minutes for the sessions of 1842 and 1846, Robert Emory, page 38. In the Syracuse University Library.
Oneida Conference Minutes for the sessions of 1856 (p. 16), Charles Burritt, pages 38-39.
Oneida Conference Minutes for the sessions of 1867, Memoir of Martin Marvin, pages 43-44.
William Round's Semi-Centennial Address to the Wyoming Conference, April 19, 1878, with marginal notes by George Round. This is in the Wyoming Conference Historical Room. From George Round's notes, pages 39 and 42. From the Address, page 42.
The town of Andes in the W.P.A. book, "New York State," page 40.
"The Christian Advocate" for Feb. 27, 1879, page 41; and from the report of Bishop Simpson's address, pages 42 and 45.
Remarks of H. B. Payne at a meeting in 1879 to consider a memorial to Dr. Nelson. In the archives, pages 41-42.
The Genealogy of the Eddy Family, pages 43-44.
"History of Otsego County, N. Y." Published in 1878 by Evarts and Fariss, Phil. Source for Hargrave's Factory and Asa Eddy, pages 41 and 44.

Chapter IV: THE CHARTER IS ILLEGAL

The Charter, Amendments, Petitions, etc., are in the Trustees' Minutes, Vol. I, 1843-72.
Oneida Conference Journal for the 1847 sessions, page 49. For the division of the Oneida Conference, the 1851 sessions, pages 54-55.
The Seventh Annual Report of the Trustees of Wyoming Seminary among the Oneida Conference papers, pages 49-50.
Notes of George Round, page 55.

Chapter V: THIS WAS WYOMING SEMINARY

Details and quotations concerning Wilkes-Barre, the canals, coaches, etc., from the Harvey-Smith "History of Wilkes-Barre and Wyoming Valley," Vol. IV.

"A Visit to Wilkes-Barre by a young Philadelphian in 1840," by George R. Bedford, in Vol. XV, published by the Wyoming Historical and Geological Society, pages 59-60.

Letter from James Ashley to Ed Weston of Brooklyn, Pa., May 17, 1848, pages 60, 61, and 73. Copies of the Ashley letters secured by Dean Adams.

Anecdote of students rafted down the river secured by Miss Frances Dorrance, page 63.

C. L. Rice in the "Opinator" for Sept., 1890, page 63.

Part of the diary of Benjamin M. Hall, copied by Miss Marjorie Taite, sent to the author in Sept., 1943, pages 63, 64, and 65.

"A Record of Students' Names, Residences, and Studies" for 1844, by R. Nelson, pages 65, 66, 68, 70, 71, and 72.

"Opinator" for October, 1894, item on James K. Lum (p. 34), page 66.

Bills for current expenses for chapel furnishings, etc., pages 67-68.

"Wyoming Seminary in Ye Olden Time," a poem by C. L. Rice, read at the Semi-Centennial in 1894, pages 68-69.

Op. of Sept., 1890, C. L. Rice, pages 69, 70, 81, and 82.

"Record of the Times" for June 21, 1879, page 70.

The Student Account Book in the Seminary archives, pages 71, 77, and 78.

Op., Nov. 7, 1899, "Local History," by Dr. Frederick Corss, about the Eddy, pages 73, 75, and 76.

"Early Recollections," by George Bedford, in Vol. XVI, published by the Wyoming Historical and Geological Society for the Eddy, pages 73 and 76; for "Seminary Week," pages 83-84.

Op., Dec., 1895, C. L. Rice has a note on the Eddy, page 73. The note introduces the poem, "Pick-nick Parody," by Sarah W. Tompkins, page 74.

"Sketches of Plymouth," by H. B. Wright, pages 74-75.

Catalogue of 1845 in the archives, pages 76 and 78.

Letters by James Ashley to Ed Weston on April 7 and April 18, 1848, pages 77, 79, and 80.

Catalogue of 1848 in archives, pages 78-79.

"The Faculty of Wyoming Seminary, 1844-54," by Luther K. Peck, read at the Semi-Centennial in 1894, pages 80-81. The Reubelt anecdote, page 82. Preserved by the Rev. Charles H. Newing and placed in the archives by his son.

Anecdotes told to Miss Bessie Campbell by her mother and sent to the author by the Rev. Wheaton Webb, pages 82-83.

The "Advocate" for July 2, 1845, reports the first Anniversary Exercises, pages 84-85. The issue for July 14, 1847, gives a full description of the Anniversary, pages 85-86. The issue of July 23, 1851, for Westlake's poem.

The "Republican Farmer and Democratic Journal" for July 12, 1848, page 86.

Chapter VI: "THE BOSS IN EVERY SENSE OF THE WORD"

L. K. Peck's Faculty, 1844-54, on his coming to Seminary, page 88. On his opinion of R. Nelson, page 90. On discipline of R. Nelson, page 103.

Trustees' Minutes for Resolutions of April 2, 1879, at the time of Reuben Nelson's death, page 89.

Biographical sketch of Elisha B. Harvey in Vol. IV of the Harvey-Smith "History of W.-B." (pp. 2056-57), pages 90, 94, and 95.

The "Advocate" for July 21, 1852, gives notice of C. H. Harvey's book, page 97.

Account Book B in archives (p. 366), page 97.

"Life and Times of George Peck," pages 97-98.

Chapter VII: THE FIRST ENEMY—DEBT

Wyoming Conference Minutes for 1867 (p. 20), page 107.

Wyoming District Ministerial Association Minutes, Vol. I, 1843-63 (p. 30), pages 108-09, and (p. 76), page 117.

The "Record of the Times" for July 4, 1855, page 111.

Oneida Annual Conference Journal for facts on the Centenary Fund, page 113.

Gildersleeve Receipts in archives, pages 118-119.

Biographical material on W. S. Gildersleeve in Vol. IV of the Harvey-Smith "History of W.-B." (p. 1944), pages 119-120. Also from Vol. 8 of Johnson's "Historical Record" (p. 355), page 120.

Chapter VIII: THESE MEN WERE BUILDERS

L. K. Peck's Faculty, 1844-54, page 123.

Vol. 4 of Johnson's "Historical Record" (p. 103), page 126, and Vol. 5 (p. 97), page 134.

Kulp's "Families of Wyoming Valley" for Allan Dickson sketch, which includes William Swetland, pages 128-129.

Obituary of Ziba Bennett by S. D. Lewis in archives, pages 130-31.

"Early Methodism," by George Peck for Elisha Bibbins and Ziba Bennett (p. 429), page 131.

Kulp's "Families, etc.," Vol. III, for Ziba Bennett (pp. 1203-05), pages 131-32.

Kulp's "Families, etc.," Vol. I, for Lord Butler (p. 338), pages 132-34. For W. W. Loomis (p. 111), page 134.

"Sketches of Plymouth," by H. B. Wright for Samuel Wadhams and William C. Reynolds, pages 134-35.

Op. for Jan., 1890, Reminiscences by J. M. E. Hodge, (p. 44), page 136.

The "Advocate" for July 23, 1851, pages 137-38.

Wyoming District Ministerial Association Minutes, Vol. I, 1843-63 (p. 164), page 138.

Chapter IX: THE SECOND ENEMY—FIRE

The description of the fire uses the material found in the local newspapers and in the J. W. Westlake poem. The "True Democrat" for March 16, 1853, quoted on pages 142 and 144. The "Pittston Gazette" for March 18, 1853, quoted on page 142. The "Advocate" for March 16, 1853, quoted on pages 143, 144, and 145.

The poem, "Anastasis," was written by J. W. Westlake in 1854 and recited during "Seminary Week." The Trustees liked the poem so well it was printed in pamphlet form and is in the archives. Although not great poetry, it is a mine of information. Quoted on pages 142, 143, 144, 146, 151, and 152.

Address by S. S. Kennedy was given at the Semi-Centennial in 1894 and is in the archives, pages 146-47.

Wyoming Conference Minutes for 1853 (p. 19), page 153.

Op., Jan., 1890, reminiscences of Mrs. J. E. M. Hodge for the description of the Ladies' Boarding Hall, pages 153-54.

The Boarding Hall Accounts Book is in the archives.

Chapter X: PROF. Y. C. SMITH BECOMES THE SECOND PRINCIPAL

Wyoming Conference Minutes for 1903 have the Memoir of Y. C. Smith (p. 103), page 161.

Semi-Centennial address of William Round, page 161.

"The History of the Wyoming Conference," by Chaffee, has a sketch of Y. C. Smith's life, page 162.

L. K. Peck's Faculty, 1844-54, for a comment on E. C. Griswold and description of Y. C. Smith, pages 163-64.

Bishop Simpson's "Methodist Encyclopedia" for subsequent career of E. C. Griswold, page 163.

S. S. Kennedy's address, page 165.

Op. for Jan., 1890, reminiscences of Mrs. J. E. M. Hodge, pages 164, 166.

Wyoming Conference Minutes for 1891 have the Memoir of Mrs. Y. C. Smith (p. 82), pages 166-67.

Letter of Melissa Bortree to Susan Jane Gilpin, Jan. 15, 1861, page 167. Mrs. Louis (Catherine Gilpin) McAllister had her mother copy four letters written to Susan Jane Gilpin by students boarding in the Seminary. The copies of these letters are in the archives.

Student Grade Book for this period in the archives, pages 168-69.

Trustees' Report to the Wyoming Conference on April 19, 1858, page 169.

"Record of the Times" for July 2, 1862, gives a report of the Anniversary Exercises, pages 170-71.

Wyoming Conference Minutes for 1862 has a report of the Susquehanna Seminary, page 173.

Chapter XI: TRIUMPHS FOLLOW A YEAR OF ADVERSITY

"Luzerne Union" of June 24, 1863, for the tornado, page 175. The issue of this newspaper of Aug. 26, 1863, for the Boarding Hall fire, page 177.

"Pittston Gazette" of June 25, 1863, for the tornado, page 175. The issue of Aug. 27, 1863, for the fire, page 177.

"Record of the Times" of July 8, 1863, page 176. Issue of Aug. 26, 1863, page 177. Issue of July 27, 1864, for the Anniversary Exercises, pages 181-82. Issues of Feb. 20, 1861, and March 22, 1865, for the ice floods, pages 184-85. The issue for May 29, 1867, for Centenary Hall, page 189. The issues for June 22 and July 6, 1870, for the Anniversary Exercises, pages 192-93. The issue of July 13, 1870, for Dr. Nelson's trip to Europe, pages 193-94.

The Treasurer's Accounts Book 1859-71, pages 176, 178-79, and 182.

Notes made by Royal Taft sent to the author by his daughter, Mrs. Ernest G. Close, page 180.

Wyoming Conference Minutes of 1864 (p. 13), page 180. The Minutes of 1867 (pp. 20-22 and 24), page 188. The Minutes of 1868 (p. 18), page 189.

Brewster's "History of Kingston" (p. 283), pages 185-86.

Notes of Prof. W. L. Dean, page 195.

" 'Nora' and Mercy's Angels," by Jennie M. Petty published by the Press of Franklin Printing House in 1880. She was a student at the Seminary and makes numerous references to the school, page 195. Secured for the author's use by Dean Adams.

Chapter XII. WINFIELD S. SMYTH

A biographical sketch of W. S. Smyth, whose photograph was included in "The First 50 Years of Cazenovia Seminary," by William Reddy, pages 197, 204, and 205.

First Commercial Roll and Grade Book in the archives, page 199.

Wyoming Conference Minutes for 1864 (p. 7), page 201. The Minutes for 1866 (p. 11), page 201.

Royal Taft's diary for 1866 and 1868 were sent to the author by Mrs. Ernest G. Close and proved most valuable, giving a contemporary student point of view. Quotations concerning W. S. Smyth on pages 201, 202, and 203.

Catalogues of 1867-68 and 1868-69, page 203.

Letter of Miss Elizabeth Mogg of Cazenovia, N. Y., sent to Miss Erma Foster in 1943, page 207.

Letter of A. B. Wright of the D. C. Heath Co., Chicago, sent to the author on July 21, 1943, giving information about the later career of W. S. Smyth, page 207.

Chapter XIII: "THOSE WERE GOLDEN DAYS"

The title is from "Nora," by Jennie M. Petty.

Mrs. Frances McNeille sent the author the pamphlet, "In Memoriam,"

giving biographical sketches of George P. Porter and Frances S. Worthing, published in 1894, pages 210-211.
L. K. Peck's Faculty, 1844-54, on page 209; for Mary Dietz, page 211; and for Giles LaBar, pages 212-213.
Wyoming Conference Minutes for 1893 (p. 89), page 210. The Minutes for 1896 (p. 94), page 212.
Wyoming District Ministerial Association, Vol. I, 1843-63, page 212.
"Record of the Times" of June 4, June 11, June 18, and June 29, 1856, pages 214, 223, 224. The issue for July 1, 1857, pages 218-220. The issue of June 13, 1860, page 220.
Brewster's "History of Kingston" for the first train (pp. 492-93), page 216.
The "Northern Christian Advocate" of July 22, 1857, for the description of Horace Greeley, pages 218-219.
A letter of Miss Elma C. Bishop sent in August, 1943, has many items related to her by her invalid aunt, Mrs. Caroline Hughes Sponsler. The anecdote of the Greeley address, page 218.
"Nora," by Jennie M. Petty, pages 220, 224, and 225.
Susan Jane Gilpin letters quoted on pages 221, 222, and 223.
Op. of Jan., 1890, reminiscences of Mrs. J. E. M. Hodge, page 225.
"Wyoming Valley in the 19th Century," by S. R. Smith for Louis Praetorius, page 225.

Chapter XIV: A DISTINGUISHED SUCCESSOR

The "Record of the Times" of June 5, 1872, pages 236-37. The issue of July 17, 1872, for death of Larmon Abbott, page 237. The issue of July 3, 1872, for the Anniversary Exercises, page 238. The issue of July 9, 1873, for the Anniversary Exercises of 1873, page 244.
The "Northern Christian Advocate" of Aug. 1, 1872, for death of Larmon Abbott, page 237. The issue of Dec. 21, 1882, for biographical material on Dr. Copeland, page 239.
"History and Reunion of Falley Seminary," published by Morrell Brothers in 1890. Copy loaned to the author through the courtesy of the Methodist Historical Society in New York City. Article on Dr. Copeland by Sarah Copeland, pages 240-41.
Genesee Conference Minutes of 1857, 1859, 1861, 1864, and 1865 for facts on Dr. Copeland's career, page 241.
Prof. W. L. Dean's Notes, page 242.
The "Christian Advocate" of March 6, 1879, page 243.

Chapter XV: DR. COPELAND'S ADMINISTRATION

Prof. W. L. Dean's Notes, pages 246-47.
Catalogue 1872-73, pages 248-49.
Kulp's Families, Vol. II, for biographical sketch of Caleb E. Wright, pages 250-51.
Wyoming Conference Minutes of 1873 (p. 21), page 251. The Minutes

of 1875 (p. 25), page 252. The Minutes of 1879 (p. 43), pages 261-62.

"Record of the Times" of Feb. 14, 1872, for the fire in the Meth. church, page 252.

The "Christian Advocate" of Feb. 27 and March 6, 1879, for the death and funeral of Dr. Nelson, pages 255, 256, and 260.

"Principal's Report to the Trustees," 1879, is in Dr. Copeland's handwriting and is the only report to survive previous to the 1930's, pages 257-260.

Alumni Record of Wesleyan University, page 260.

Brewster's "History of Kingston" for facts in the life of A. J. Pringle (pp. 324 and 408), page 262.

History of Falley Seminary and Notes by a Former Student on Dr. Copeland, pages 263 and 267. The Notes were loaned to author by Miss Elizabeth Pringle, grand-daughter of Dr. Copeland.

"Northern Christian Advocate" of Dec. 21, 1882, pages 266-67.

Notes written by Mrs. E. A. Howe in 1921, page 268. Material furnished the author in 1943, pages 269, 270, 273, and 274.

"Educational Thoughts," Vol. I, No. 1, 1873, page 268. This was an advertising paper and apparently issued only once.

"After 60 years," a letter by Miss Killam, a Seminary student in 1872-73, found in the archives, pages 268-269 and 272.

"Record of the Times" of July 8, 1879, for the Commencement, pages 271, 276-278. Daily issue of June 30, 1875, page 275.

Letter of a graduate of 1876 found in the archives, page 271.

"Nora," by Jennie M. Petty, page 271.

Letter of Mrs. A. C. Hair, 1932 (class of 1872), pages 271-72 and 273-74.

Letter of Mrs. C. C. Rose on Prof. Randall, page 273.

Chapter XVI: L. L. SPRAGUE

Reminiscences of Ben Moses, class of 1930, association with Dr. Sprague as his driver, pages 281, 282, and 283.

Autobiographical notes by Dr. Sprague, pages 280, 281, and 282.

Account Book (p. 110), page 285.

Wyoming Conference Minutes for 1923 (p. 128), page 285. The Minutes for 1883, page 289. The Minutes for 1885, the Report of the Centennial Committee, pages 292-93. The Minutes of 1886 for the Report of the Trustees, page 293.

"Record of the Times" of July 24, 1867, page 286.

Mrs. E. A. Howe's notes, pages 287 and 292.

Op. of Feb. 1884, page 289. The issue of May 1884 (p. 86-87), pages 291-92.

The President's Report to the Trustees of June 8, 1935, pages 289-90.

Chapter XVII: TWENTY YEARS OF BUILDING AND PROGRESS

Op. of May, 1884 (p. 85), pages 294-95. Op. of Sept., 1887 (p. 2), page 295. Op. of June, 1888, page 397. Op. of May, 1892, page 301. Op. of

June, 1898 (p. 100), page 304. Op. of Sept., 1894 (p. 3), pages 305-306. Op. of June, 1894 (pp. 100-108), pages 308-310. Op. of March, 1898 (p. 179), page 312. Op. of Nov., 1897 (pp. 58-59), page 313.
Johnson's "Historical Record" of August, 1887, pages 298-300.
Harvey-Smith's "History of Wilkes-Barre," Vol. IV (pp. 1952-1954), pages 302-304.
"Record of the Times," June, 1894, pages 308-310.
Wyoming Conference Minutes of 1894 (p. 92), page 307. The Minutes of 1896 (p. 105), pages 311 and 314. The Minutes of 1897 (p. 78), page 312. Minutes of 1895 (p. 90), page 359.

CHAPTER XVIII: WYOMING SEMINARY IN THE 1880's AND 1890's

Brewster's "History of Kingston" (p. 47), page 316, and (p. 495), pages 354-55.
Hayden's "History of Lackawanna and Luzerne Counties" (p. 177), page 316.
Merit Book 1872-81, page 316.
Prof. W. L. Dean's notes, pages 316-17.
Mrs. E. A. Howe's notes, pages 318 and 332.
Catalogues of this period, pages 319, 320, 321, 323-24, and 358-59.
"Record of the Times" of July 12, 1865, page 326, and of May 2, 1890, pages 370-372.
Reminiscences of Mrs. F. O. Ritter on page 338.
Reminiscences of Mrs. Ella Von Schoick Gowdy on pages 338 and 351-52.
Reminiscences of Miss Laura G. Thompson on page 339.
Letter sent to the author by Mrs. M. M. Beebe, July 16, 1944, on page 342.
Bishop Simpson's "Cyclopedia of Methodism," 1878 edition (pp. 86-87), page 344.
Reminiscences of Mr. T. Lewis Sturdevant on pages 349-350.
Reminiscences of Mr. F. H. Chase on page 352.
Reminiscences of R. B. Gendall on pages 357, 368, 376-77, 381-82.
Reminiscences of H. McDermott on page 362.
"Reminiscences of Old Wyo.," by Tallie Evans, on pages 345 and 362.
Reminiscences of James H. Fuller on pages 363 and 372-73.
The "Opinators" for the period covered by this chapter are the source of most of the material.

CHAPTER XIX: THE DAY'S WORK 1897-1936

Opinator for April, 1894 (pp. 66-68), parts of Dr. Sprague's lectures quoted on pages 384-85.
The Wyoming Conference Minutes for 1899 used on pages 385-387; the Minutes for 1900 on page 386; the Minutes for 1901 on page 388; the Minutes for 1902 on pages 384-85 and 389; Minutes for 1903 on page 389; Minutes for 1904 on page 390; Minutes for 1905 on page 391; Minutes for 1907 on page 392; Minutes for 1913 on page 395; Minutes for 1914 on pages 395-96; Minutes for 1915 and 1916 on

pages 397-398; Minutes for 1918 on page 397; Minutes for 1919 on pages 399-400; Minutes for 1920 on pages 400-401; Minutes for 1922 on page 403; Minutes for 1923 on pages 403-406; Minutes for 1925 on pages 410-411; Minutes for 1926 and 1927 on page 412.

Op. for April 27, 1923 (p. 400), pages 405-406. Op. for May 11, 1923 (p. 434), page 407. Op. for May 22, 1925 (pp. 562-563), pages 411-412. Op. for April 12, 1928 (pp. 388 and 392), pages 416-417.

Notes of Dr. Race on the Trustee Meeting for the Sprague Hall fund on page 410.

Op. for Feb. 28, 1936 (p. 273), for the report of the Wilkes-Barre Alumni Dinner quoted on page 429.

The following sources were used for the events surrounding the death of Dr. Sprague: "Times-Leader" for March 7, 1936, on pages 429-430. "Op." for March 13, 1936 (pp. 332-333), on pages 430-432.

The following sources were used for the review of Dr. Sprague's life and character: Notes sent to the writer by Ben Moses in Feb., 1944, are quoted on pages 432 and 434. Wyoming Conference Minutes for 1922 (pp. 101 and 128), quoted on pages 436-437. Anecdote sent to the writer by the Rev. Roswell W. Lyon of the class of 1926 is quoted on pages 440-441.

The following sources were used for the facts concerning the lives of Trustees and their families: Wyoming Conference Minutes for 1899 (pp. 107-108) for Memoir of Mrs. Nelson quoted on pages 442-443. For the career of Allan H. Dickson, Hayden's "Biographical and Genealogical History of Luzerne and Lackawanna Counties" and Johnson's "Historical Record," Vol. IV (p. 205), on pages 443-444. For Colonel Darte Culp's "Families of Wyoming Valley," Vol. I, (p. 131), and Hayden's "History . . .," on pages 445-446. For George S. Bennett Culp's "Families . . .," Vol. 3 (p. 1207), "Op." for Feb., 1898 (p. 63), on pages 447-448. For the Shoemaker family, Brewster's "History of Kingston" (pp. 373, 375, and 329), used on pages 450-452. For the Nesbitt family, Harvey-Smith's "History of Wilkes-Barre," Vol. V (pp. 245-246), used on pages 452-54. For the Carpenter family, Harvey-Smith's "History . . .," Vol. V (p. 256), and Johnson's "Historical Record," Vol. 3 (p. 40), used on pages 455-56. For Fred M. Kirby and Allan P. Kirby, Harvey-Smith's "History . . .," Vol. VI (pp. 382-383), used on pages 457-461. For William Connell, Stoddard's "Prominent Men" (p. 18) and Wyoming Conference Minutes for 1909 (p. 53), used on page 462. For Thomas H. Dale, Hayden's "History . . .," Vol. II, (pp. 309-310), used on pages 463-464. For Reese G. Brooks, Stoddard's "Prominent Men," No. 95, used on pages 464-65. For Charles Sumner Woolworth, Hayden's "History . . .," used on page 465. For the Shonk family, Kulp's "Families . . .," Vol. II (pp. 541-45), used on pages 466-67. For the Derr family, Harvey-Smith's "History . . .," Vol. VI (pp. 97-98), used on pages 468-69. For Dr. John H. Race, material from the "Opinators" and notes he made for the writer used on pages 469-473. For Dr. Lewis H. Taylor, Harvey-Smith's "History . . .," (pp. 224-25), used on pages 473-74.

Chapter XX: "THEY WERE HALCYON DAYS"

The title is from notes made by Ben Moses.

The introductory paragraph quotes from the following: A letter of appreciation of the Seminary of Aug., 1943, by Mrs. Walter Webster, class of 1907, used on page 475. A letter of reminiscences of Aug., 1943, by Burke M. Hermance, class of 1906, used on page 475. A quotation from the Wyoming Conference Minutes for 1907 (p. 99), on page 475.

The material for the Preceptresses is from the "Opinator." The quotation on page 477 for Miss Clark is from the Wyoming Conference Minutes of 1922 (p. 99).

The following sources were used for Prof. Howland: Reminiscences written in Aug., 1943, by Fred K. Zerbe, class of 1905, used on page 479. Reminiscences written by Allan P. Kirby in July, 1943, used on page 479. Reminiscences written in July, 1943, by Mrs. Agnes Ayars Williams, class of 1912, quoted on page 482. The "Opinators" supplied the other material.

The sources for Prof. Pedro R. Gillott are the following: "Op." for Jan. 17, 1930 (pp. 205-206), used on pages 483-84 and 489. B. M. Hermance's Notes on pages 486-87. Prof. Edgar Brace's Notes quoted on page 487. Hugh McDermott's Notes quoted on page 488. R. G. Hubler's Notes quoted on page 488.

Sources for Prof. J. W. Stevens are the following: "Opinators" for May, 1896, on page 489; for Jan. 22 and Feb. 12, 1901, on pages 489-490; for Feb. 25, 1902, on pages 490-91; for March 6 and April 10, 1907, on page 491; and, in regard to the loving cup, issues for June 16 and Sept. 22, 1909, on page 493. B. M. Hermance's Notes quoted on page 491. W. B. Arnold's Notes quoted on pages 491-92.

Sources for Prof. Trebilcox are the following: The writer's recollection of his character and course. Dr. Fleck gave some of the specific details on pages 494-95.

Sources for Prof. E. L. Wolfe are the following: Allan P. Kirby's Notes quoted on page 496. Mrs. Agnes Ayars Williams quoted on page 496. John B. Cowan's Notes quoted on page 497. "Op." for May 7, 1926, on page 498.

Sources for Prof. C. O. Thurston and Prof. W. E. Traxler are the following: B. M. Hermance's Notes quoted on pages 498-99. Gifts for Prof. Thurston from "Op." for June 16, 1909, on pages 499-500. Wyoming Conference Minutes for 1910 (p. 99), used on page 500. Upon the request of the writer, Prof. T. Hughes, class of 1924, wrote his reminiscences of Prof. Traxler which are quoted on pages 501-503. Agnes Ayars Williams' Notes are quoted on page 501.

Sources for Miss Blackman are the following: B. M. Hermance's Notes quoted on page 504. Agnes Ayars Williams' Notes quoted on page 504. Letter of H. S. Knight from the "Op." for Jan. 27, 1928, quoted on page 505.

Sources for Miss Fisk are the following: Wyoming Conference Minutes

for 1909 (p. 104), used on page 506. "Op." for June 10, 1908, on page 506. Miss Lydia Gilpin, class of 1911, related her impression to the writer in June, 1944, which is used on pages 506-507. Agnes Ayars Williams' Notes quoted on page 507. Olive Marcy Smith's Notes used on page 507 in the description. The writer has drawn on his own memory for material used on pages 507-508.

Royal Taft's "Diaries" quoted on pages 509-512.

Throughout the section on "Athletics," pages 509-595, the issues of the "Opinator" were indispensable and the chief source for the development.

Hugh McDermott, class of 1897, sent his reminiscences of athletics in a letter of Oct. 15, 1943, which are quoted on pages 529-531. An article written by him for the "Op." of Feb., 1898, quoted on pages 532-33.

R. B. Gendall, class of 1897, wrote very useful reminiscenses in a letter to the writer on Oct. 7, 1943. They are quoted on pages 531-33, 538.

Facts in the sketch of Professor Ferguson on page 546 from Wesleyan Alumni Record, 1831-1931. Also for Professor Lufkin, sketch on page 553.

Notes made by Professor Quay for the writer are quoted on pages 558-59.

Notes made by Professor Brace for the writer are quoted on pages 559-60.

Material for the athletics from 1920-1925 used on pages 567-573 is from the issues of the "Wyoming" for those years.

Much of the material for the girls' sports used on pages 588-595 is from the issues of the "Wyoming" beginning with the 1915 copy through the 1936 copy.

The sources used in the section on the Music Department are the following: For the early period, Catalogues, Trustees' Minutes, and notes from the Wilkes-Barre newspapers. Following 1883, the issues of the "Opinator" are frequently quoted. S. R. Smith's "Wyoming Valley in the 19th Century" used on pages 598-99 for the sketch of Professor Praetorius. Facts for the career of Penelope Baldwin used on pages 599-602 from Brewster's "History of Kingston." The writer is indebted to Prof. Earnest H. Bennett, class of 1902, for a wealth of quotable reminiscences which he wrote in answer to a list of questions submitted to him in 1944: Quoted in sketch of Professor Pabst on pages 601-602; quoted in sketch of Professor Stadler on pages 603-604 and 612; for the sketch of his own career on pages 613 and 615. Anecdote of Professor Stadler on page 604 from Ella van Schoick Gowdy's Notes and from F. K. Zerbe's Notes. Newspaper clipping quoted in the sketch of Miss Allen on pages 605-607 sent to the writer by Ella Gowdy. Wyoming Conference Minutes for 1909 (p. 104), furnished facts of Professor Stadler's death used on pages 610-611. Some material used on page 618 in sketch of Professor Sheeder is from the Harvey-Smith's "History . . .," Vol. V (p. 241).

The opening of the 4th section of the chapter on pages 626-629 is quoted from the Notes of Fred K. Zerbe, class of 1905. The "pie-story" on pages 646-47 is from his notes.

The reminiscences of Allan P. Kirby are used on page 646 and on 648.

The reminiscences of Agnes Ayars Williams, class of 1912, are quoted on pages 647, 648, 649, 652, and 653.

The material for the career of Fred M. Davenport used on pages 661-663 is mostly from "Personnel Administration," Vol. 7, No. 5, Jan., 1945.

The "Op." for May 31, 1940 (pp. 5-6), is quoted on pages 691-92. The editorial was by Walker Keller.

The anecdote of Dr. Sprague used on pages 705-707 was sent to the writer by Ben Moses, class of 1930.

Quotation on Dr. Sprague on pages 707-708 is from the reminiscences of Alethea Jones Mattern, class of 1931.

Quotation at close of the Chapter on pages 708-709 is from an Essay written by Herbert Unterberger.

Chapter XXI: A TIME OF TESTING

Notes made by Dr. Fleck at the request of the writer in 1943 furnished facts for his biographical sketch on pages 713-16 and in other parts of sections one and two.

Wyoming Conference Minutes, 1918 (p. 117), for sketch of Prof. M. L. Harding on pages 516-17.

John B. Cowan, class of 1924, quoted on page 719 from a letter sent Jan. 13, 1944.

Reynolds J. Kosek's reminiscences in a letter of July 30, 1943, quoted on page 719.

Alethea Jones Mattern's reminiscences sent in a letter of Jan. 6, 1944, quoted on page 719.

A letter of Denzil Morrett to Professor Sampson quoted on pages 719-720.

Information of the 1936 flood used on pages 722-723 and 726 is from the Wilkes-Barre News Agency's booklet, "Susquehanna on the Rampage."

The 1936 "Wyoming," Section 2 (pp. 11 and 27) used on pages 723-725.

"Op." for Feb. 26, 1937 (pp. 226-27 and 232), used on pages 732-736 for the inaugural story.

Dr. Fleck's reports to the Trustees were invaluable and have been quoted frequently through page 759.

At the request of the writer, Dean Adams prepared the material used in his biographical sketch, pages 760-766.

The 1937 "Wyoming" (p. 24) quoted, page 765.

The biographical sketch of Miss Foster is taken from material she prepared for school publications.

The quotation on page 768 is from the letter of Alethea Jones Mattern.

The 1944 "Wyoming" (p. 24), quoted on page 769.

"Op." for Jan. 22, 1943, is the source of Doctor Fleck's eloquent tribute to Professor Dean used on pages 773-775.

The two anecdotes on pages 777-778 were told to the writer by Doctor Fleck.

At the request of the writer, Professor Quay in 1944 prepared the material used in his biographical sketch, pages 780-87.

The closing quotation in the sketch of Mr. Reynolds on page 791 is from the "Wyoming Seminary Bulletin," Vol. II, No. 1.

The facts for the sketches of the lives of George R. McLean and Judge McLean used on pages 792-94 are from the Harvey-Smith "History . . .," Vol. VI (p. 539).

Doctor Fleck furnished material for the sketch of Daniel C. Roberts on page 796.

Doctor Fleck prepared the material for the sketch of George G. Brooks on pages 800-801.

Doctor Fleck prepared the material for the sketch of Judge Benjamin R. Jones on pages 801-802.

Doctor Fleck prepared the material for the sketch of A. DeWitt Smith on page 803.

The reminiscences of Alethea Jones Mattern, class of 1931, are quoted on pages 805-806 in the sketch of Professor Burt, and on page 807 in the sketch of Professor Roberts.

Anecdotes of Professor Smith on page 809 are from a letter sent on Sept. 17, 1943, by Robert Johns, class of 1928.

Chapter XXII: "TOMORROW BELONGS TO US"

The title of this Chapter is taken from the essay by Barbara Matz, class of 1944, in the "Opinator" for May 19, 1944 (pp. 4-5). The essay is summarized on pages 836-37.

Governor James secured the original letter of Governor Hoyt which is in the archives.

The report of the Cum Laude regional meeting on pages 837-39 is from the "Op." for May 12, 1944 (pp. 7-9).

Richard Hubler, class of 1930, wrote his reminiscences in a letter of Aug. 17, 1943, which is quoted on pages 845-46.

Barbara Matz wrote the prize winning essay on the "Centennial," which was published in the "Op." for March 17, 1944. This is quoted in part on pages 846-49.